



Effects of Teachers Time Management on the Implementation of Secondary School Curriculum in Arusha City Council

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Abstract: *The study investigated the effects of teacher's time management on the implementation of secondary school curriculum in Arusha City Council, Tanzania. The study adopted descriptive research design and mixed method research approach to gather data. The sample size included 9 Heads of schools, 9 Academic masters and 131 Form three students of public secondary schools in Arusha City Council. Questionnaires and interview guide were used for data collection. The university experts and research supervisor evaluated the instruments to determine content validity. Reliability of the questionnaires was tested in pilot study. Data obtained from questionnaire was entered in the Statistical Package for Social Sciences (SPSS) version 20 to determine the reliability of the instruments. The data obtained was tested and found to correlate at Cronbach Alpha (α) Coefficient value of $r = 0.853$. Quantitative data were analysed using descriptive statistics in the SPSS and results were presented in tables of frequencies and percentages. Qualitative data were analyzed thematically alongside research questions. The study findings revealed that proper time management improves national examination performance. Furthermore, the remedial measures to the challenges teachers face in time management were proper time management, provision of teaching and learning resources like textbooks, improvement of terms of service and working conditions in school access to school. These can be solved by support from educational stakeholders. The study recommended that teachers should effectively practice proper time management and parents should make necessary arrangements to reduce time taken by the students to travel to school so that the same can be properly utilized.*

Keywords: *Management, Implementation, Curriculum, Teacher, Time, Arusha*

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1. Introduction

The road to success in social life passes through effective and efficient working, which is only possible through proper time management in a competitive environment where we live in today. Adams and Blair (2019), time management refers to the maximum use of time for productivity and achievement. Similarly, time management is defined as the behavior which aims at effectively using the time to complete goal-oriented

activities (Claessens et al., 2017). Time Management is the science and art of planning and organizing time between the activities towards achieving the goals and in completing daily tasks. Time management aims at estimating the time required to carry out and complete the activities, efficiently. God has vested upon humanity, an invaluable resource, known as time, which is equally given to everyone, without any partiality. Poor or rich, black or white, everyone has exactly 24 hours. In these 24 hours, each one has many things to do; indeed everyone struggles to manage their time. It is therefore necessary to

encourage people early in their elementary education to plan and manage time effectively.

In the case of teachers and students, the issue is more complicated as they are connected and committed to so many activities interlinked to family, home, society, school work, and studies. Time is an invaluable source and that cannot be retrieved or altered. Indeed, there are some strategies and techniques to manage time towards success. Causarano (2015) in a study carried out on preparing literacy teachers in an age of multiple literacies: A self-reflective approach, confirmed that the success on how teachers deliver instruction and assessment, through the use of specified resources provided in a curriculum depends on proper time management.

As pointed by Ahmad et al. (2018), “Time management” became familiar in the 1950’s and 1960’s as referred to a tool to help managers make better use of available time. Though effective and efficient use of time wanes with respect to the tasks performed, yet, it further increases in the level of knowledge and skills expected from the teachers and students. Further, it is believed to increase the necessity of time management and planning. Teachers play a fundamental role in the student academic performance, yet time management is another sense of distributing priorities and exerts effort upon that distribution (Jalagat, 2016). In developing countries where students have a lot of issues to sort out during their academic journey, students largely rely on their teachers for their success in academic performance. Therefore, effective time management by both teachers and students has an impact on the results of students. In spite of knowing about the impact of time on academic performance, this relationship was not given the first priorities by some teachers (Sevari and Kandy, 2011). Kigundu (2009) conducted a study aiming to establish how time management influences student’s academic performance at Wakiso District in Uganda. The major findings of the study were, all schools have written rules and regulations but time management seemed poor in school where the designed time tables was not respected. However, some of teachers did not have good time management hence led to the negative effect on the students’ academic performance. Teachers play a critical role in the implementation of secondary school curriculum. Cognizant of this assertion, Cohen and Hill (2012) posit that, in London, teachers are considered to have a critical role for the actualization of the ideas in the secondary school curriculum. Curriculum change, however, standing alone is not adequate for providing high quality of education rather there is a need for good time management in implementing the developed curriculums. The study was guided by the following research questions;

- i. What are the effects of teacher’s time management on implementation of secondary school curriculum in secondary school in Arusha city council?

- ii. What are the remedial measures to the challenge teachers face in time management on implementation of secondary school curriculum in Arusha city council?

2. Literature Review

Theoretical review and empirical literature review was done with reference to research objectives.

2.1 Theoretical Review

This study was guided by two theoretical underpinnings which included; The Goal setting theory and Parkinson’s Law Understanding its Impacts on Time Management Theory.

2.1.1 The Goal Setting Theory

This study was guided by The Goal Setting Theory, which was postulated by Locke (1960). This theory proposes that ‘Goal setting is essentially linked to task performance. It states that specific and challenging goals along with appropriate feedback contribute to higher and better task performance. In simple words, goals indicate and give direction to an employee about what needs to be done and how much efforts are required to be put in.

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

Strength of the Theory

The theory emphasizes the need to raise incentive for employees to complete work quickly and efficiently. It is also credited for goal setting leading to better performance by increasing motivation and efforts but also through increasing and improving the feedback.

Weakness of the Theory

If the employees lack skills and competences to perform actions essential for goals, then the goal setting can fail and lead to undermining performance.

Applications of the Theory

This theory is relevant to the current study because it argues that teachers who lack teaching and learning skills fail to manage time provided for a specific task or topic hence poor academic performance to students. The goal setting theory aids teachers in identifying and overcoming the obstacles to their academic performance. Therefore,

the theory enhances the student's retention of knowledge hence good performance.

2.1.2 Parkinson's Law Understanding its Impact on time Management

Understanding its impacts on time management by Parkinson's (1955) states that "work stretches to fill the time that is available for its completion" the principles mean that the more time allocated to a task, the longer it takes to finish. Also the theory suggests that if a worker would have task that should be done in one week, one would wait until the last two days to finish it. Technically, that task would take one week because that is the time frame given. It means that the task should be timed within the given duration. Moreover, the theory came up with suggestion on how to improve time management. The law suggest that, effective time management is essential in preventing wastage by observing deadlines. When creating a to do list or planning a project, ensure that you only allocate the necessary time however, remember to keep deadlines as reasonable, evaluate the task thoroughly so that you can set aside enough time for performing the task.

Strength of the theory

It's strength resonate with the study because due to the time limit teachers would not have time to waste therefore they would put more effort to accomplish the more important tasks. If a teacher required covering a syllabus before the national examination, that means they would use extra time to make sure that the syllabus is covered and the students could have enough time for revisions.

It is useful in productivity concept that serves as reminder that there is need to balance your work effectively and efficiently. The theory is related to the study to the extent that, time acts as a reminder for a person to finish a specific job. If an organization would apply this theory, they would yield more profit for a short time. Parkinson's Law gives the proper time slots for each of important tasks. If a teacher arranges a fixed time to the specific task, that task would be performed quickly so as to manage time.

Weakness of the theory

It affects productivity if you set much time to a particular task leading to waste of precious moments that could be used in other areas. This law postulates that if you allocate time for completion of a particular job, obviously you would fail to perform some activities which are more important in other areas. Also many people frequently panic when they face deadlines and other time constraints against their targets.

Application of Parkinson's Law

According to Parkinson's Law, it is important to make a list of your tasks and divide them up depending on the

amount of time it takes to complete them. Then give yourself half that time to complete each tasks. You have to see making the time limit as crucial and treat it like any other deadline. First make a list of the tasks you need to accomplish within a week then allocate time it would take to accomplish each of those tasks; you would find you're in a race against the clock.

The following research questions guided the study;

- i. What are the effects of teacher's time management on implementation of secondary school curriculum in secondary school in Arusha city council?
- ii. What are the remedial measures to the challenge teachers face in time management on implementation of secondary school curriculum in Arusha city council?

2.2 Effects of Teachers' Time Management on the Implementation of Secondary School Curriculum

Ahmad et al. (2018) conducted a study which aimed at finding the effects of time management and decision making to the education departments of government schools in the West Bank, Palestine. Specifically, the study examined the effects of time management and decision-making to the education departments of government secondary schools and developing of suitable suggestions to mitigate them. The researcher used the descriptive approach in the study in the collection of information and data. The study results showed that the effects of time management relate directly to the obstacles in planning in addition to the shortage in resources and the retardation of scholastic services. In addition, the study concludes that procrastination in decision-making negatively affect the implementation of secondary school curriculum in West Bank, Palestine.

In Canada Adams (2015) found that most head of schools often find themselves with limited time, expertise or inclination to engage in hands-on supervision of classroom instruction even in smaller elementary schools, where head teachers are more tackily to engage in this aspect of instructional learning. The separation between head teacher and classroom remains strong. Furthermore, Hoadley, Christie, Jackline and Ward (2017) in their study on managing to learn: instructional leadership in South Africa secondary schools found that head of schools reported spending most of their time on administrative functions and disciplining learners thereby limiting their time on the supervision of curriculum implementation.

In the early days of joining a university or college, students are too careless in managing their time. They waste time in unwanted activities, which are no way beneficial to them. Students should be aware of time

wastage and should take responsibility for managing the time more efficiently by increasing the awareness of their attitudes, planning, thinking, and behaviors (Gayef, Tapan, & Sur, 2017). Effective time management leads to greater academic performance and at the same time brings down the levels of anxiety and stress in students (Adams & Blair, 2019; Al Khatib, 2014). Effective teaching is hard to define. However, when time is properly managed, the outcome of effective teaching is seen in curriculum implementation. It is argued that effective teaching is important for raising student achievement (Hande, Kamath & D'Souza, 2014).

According to Delvin et al. (2012), time management is a process constituting a series of steps which involve the analysis of our time habits, clarification of objectives, establishment of priorities, planning for appropriate results, keeping records properly, taking positive action against time wasters and avoiding procrastination. Time management is an issue which is fundamental to job performance. It is important for teachers to manage their time and cover the whole syllabus so that students gain. School efficiency is a measure of how well resources are being utilized to produce outputs. The most important resources which schools should effectively use is to manage time (Gupta (2014). Thus the ability of managing time among teachers also brings better academic performance to students. The researcher attributed this to the use of time management skill and organization as being the key to success in the study by creating a balance between academic and social tasks.

An individual that gives great attention to their tasks always shows higher outcomes. Better time management will enhance the worker's productivity and enables them to work in smarter ways (Green, 2015). Lorin (2014) suggested that effective teaching is one that produces demonstrable results in terms of the cognitive and affective development of the students and hence it is an important component in every teaching professional. It is argued that effective teaching is only possible with proper time management exhibited by classroom teacher. Otherwise, poor syllabus coverage will be a common phenomenon. It also involves far more than presenting content and methods used to convey that content. Equally important are the affective or emotional processes involved in learning, the integration and application of new information and social processes that take place between individuals and their environments (Illeris, 2012).

In this era of globalization and technological revolution, education is considered as a first step for every human activity. It plays a vital role in the development of human capital and is linked with an individual's well-being and opportunities for better living (Battle & Lewis, 2016). It ensures the acquisition of knowledge and skills that enable individuals to increase their productivity and improve their quality of life. This increase in productivity also leads

towards new sources of earning which enhances the economic growth of a country (Saxton, 2000). Time management is very worthwhile issue. It is a key factor in any success at all levels of life and for that the term time management is strongly associated with students' academic performance in the context of curriculum implementation. Despite its importance, it is never an easy task to manage time without planning and therefore, a need to effectively plan for time management is then an obligation. Let alone exploiting the available resources in order to meet the students and society needs at the same time and the ability to adjust with the present and future situations (Alghamdi, 2018, p 49).

A study by Lisa & Obert (2018) suggested that students should start to acquire time management senses on their own in their primary school years by reading materials on the issue or via the framework of psychological counseling and guidance studies applied in schools in order to adopt effective time management attitudes and techniques to determine how and where they spend their time. Similarly, the various group of teachers who exploited time-saving proficiencies notably had rich academic achievement. On the other hand, Mercanlioglu (2015) reported that most students who do not use time saving techniques in their educational engagement, significantly lower their academic performance as compared to results of students who employ proper time management tactics and have considerably higher achievement. It is a key factor in any success at all levels of life and for that the term time management is strongly associated with students' academic performance.

In developing countries such as Uganda, Galabawa and Nikundiwe (2020) found that the spirit of hard work in students and support on the part of teachers enables the maximum cooperation between parent and administrators hence better discipline among students as a result of counseling on effective time management. Thus, students who were working hard their academic performance would be high compared to those who do not work hard.

In the Tanzania context, Sumra and Rajan (2016) found that teachers in secondary schools are seldom in the classroom interacting with students. They are either away or in the staffroom. A study done by World Bank (2010) supported this by showing that Tanzania teachers spend less time teaching than others worldwide, and there's no evidence to suggest this situation may have significantly improved. When in the classroom most teach using rote techniques requiring students to copy and memorize notes on the board. On the other hand, if time is not well managed by teachers to perform their responsibilities, the possibility poor curriculum implementation followed by low academic performance in the schools is obvious. This is to say that, managing time is a skill that everyone should take into account because to manage time effectively is to manage life.

2.3 Remedial Measures to the Challenges Teachers face in Time Management on the Implementation of Secondary School Curriculum

A study conducted by Claessens (2017) United States of America reported that training for managing time is very important. There are a number of institutions and training centers available that are widely used for the training of teachers both in private and public levels in America. The time management skills associated with the teachers is a basic element for teaching profession. The decisions related to time management are important for effectiveness of teachers and schools' results (Hormg, 2010; Master 2013). Therefore, teachers need to focus on educational practices that provide all learners with knowledge and skills necessary to contribute to the global society.

Furthermore, Mwooso (2011) noted that syllabus coverage is a significant determinant as regards the passing for examinations by students. When syllabus is covered in right time students will be able to read and understand the content of the subjects. It can therefore be argued that failure to cover syllabus leads to students' ineffective learning. Therefore, teachers as the implementers of curriculum should put in place strategies such as team teaching, remedial classes, group and individual assignment in order to cover syllabus in time.

Hormg (2010) and Master (2013) argue that the availability of the textbooks appears to be the most consistent factor in predicting teacher effectiveness towards teaching in secondary schools. A study by Alrheme and Almardeni (2014) aimed at identifying the students view point about how to use time in terms of planning, organizing directing and its effects on academic achievement reported a correlation between textbooks and educational achievement. The results showed that the planning will be more effective on academic achievement if adequate teaching and learning resources are provided.

Hunt & Wiseman (2009) posit that is not possible to determine if certain teaching behaviors are effective without knowing whether or not students learn as an end result of these behaviors. The challenge for the teacher is not only to identify and develop mastery of certain instructional strategies and behaviors accepted as effective practices, but the teacher is also challenged to develop the ability to effectively match these strategies and behaviors, at the appropriate time, to individual students and student groups, in specific teaching situations as these relate to the teacher's desired student learning outcomes. This is not in line with critical social theory that stresses the value of social transformation and human emancipation and incapacitation, as supported by the Curriculum and

Assessment Policy Statement (CAPS) documents. However, teachers in poor schools experience multiple challenges ranging from overcrowded classrooms due to a lack of classrooms and an increased workload. Du Plessis and Mestry (2019) further identified lack of parental interest in children's education, insufficient funding from the state, lack of resources, under qualified teachers, and multi-grade teaching as some of the barriers to effective education. Social justice is not served in the education system for teachers in poor school that experience these challenges and nothing is done to solve their predicament. The majorities of such teachers become stressed and suffer from stress-related workplace illnesses such as depression and heart attacks. Consequently, reducing class size, sensitization of parents on education of their children, increasing government capitation in public schools, provision of resources and in-service training of teachers are some of the remedial measures for proper time management on the implementation of secondary school curriculum.

For instance, a study conducted by Najumba (2013) on school achievement discovered that schools which are well equipped with relevant educational facilities which comprise instructional materials such as textbooks, libraries and even laboratories do much better in standardized examination such as grade seven than those which do not have resources. Then the major factor that ignites teacher effectiveness in time management towards teaching in primary schools is the availability of instructional materials such as charts, textbooks and syllabi. However students still fail if teachers lack didactical and pedagogical skills on time management and if these resources are underutilized. It is argued that for effective teaching and learning to take place, teachers need to possess some sufficient degree of experience.

In a related study, Tshabalala (2014) advances the argument that the quality of teacher training has an impact on teaching methods and improvement of skills. It is argued that children who use classrooms furniture obtained a much higher level of reading achievement than those without adequate furniture. Fernandez (2014) says that the quality of learning materials such as text books is an ingredient of education. Sawchuck (2011) posits that the provision of textbooks at a ratio of either one book per child or one book for every two children make a very significant difference on achievement.

Fernandez (2014) cautions that it is not the aggregated sum of various inputs that account for levels of quality; more is not necessary better but management capacity of teachers and how well they use resources in the classroom. In Uganda, strong correlation was found between textbooks availability in the classroom and students examination performance regardless of students' socio-economic status. Chingos & West (2010) propound that children without textbooks achieved significantly lower test scores than those who had textbooks. This makes

teachers to rely on blackboard or in oral dictation and students have to copy materials into their own note books. This waste the time of both teachers and students and consequently student fail even if they have qualified and enough instruction materials. However, teachers can vary teaching techniques if there are adequate textbooks.

Mavhundutse (2014) is of the view that experience is one of the major factors contributing towards effective teaching. Most people argue that experience is the best teacher. On the contrary, Department of Education (2012), Hall University in India found that teachers who had been recently trained and less experienced are more effective than the more experienced. It has the idea that newly trained qualified personnel have more to offer since they have new knowledge, skills and experience as compared to those with longer experience. The question that comes in mind is whether teachers employ the gained skills in managing the time and prioritizing the daily tasks is also an effective method of time handling. For this purpose, one should have to separate and categorize activities according to their importance. It is more suitable to handle less important tasks intermittently in order to complete the major tasks.

According to Lekgothoane & Thaba-Nkadimene (2019), proper time management was mostly required for blended learning (synchronous and asynchronous) during difficult times brought along by covid-19. The pandemic posed a serious challenge to public schooling and to teachers in particular. They need to ensure that covid-19 protocols are observed, and save the academic year at the same time. During this period adopting virtual learning was a necessary remedial measure to effective curriculum implementation. Therefore it is expected that all academic stakeholders should perform their expected responsibilities in order to bring out the expected good academic outcomes for the betterment of the academic stakeholders and the country at large.

According to Manaseh (2016), student failure that is, poor academic performance depends on finishing of syllabus by teachers. The study suggest that despite the fact that Head of schools constantly reviewed and checked schemes of work, lesson plans, log books, their effort didn't result to timely syllabus coverage. This implies that head of schools should set goals for their schools that would enable teachers to cover the syllabus within a given academic year. Plewis (2011) observed that timely coverage of syllabus is an important variable in relation to student academic progress that the curriculums for subjects are covered by teachers. However, experience and various reports have shown that, Tanzanian,

secondary education faces a number of challenges for it to produce the expected learning outcomes. HakiElimu Survey (2013) shows that, lateness has been mentioned among the teachers' difficulties in time management that in one way or another contribute to teachers' poor curriculum implementation in secondary schools. In fact it affects even students' coverage of syllabus and subsequently, their academic performance.

3. Methodology

The research design for the study was descriptive survey design and mixed methods approach. A total of 149 respondents were sampled for the study. These included 9 heads of schools purposively sampled, 9 academic Masters/mistresses conveniently selected and 131 form three students who were selected using both stratified and simple random sampling. Closed and open ended questionnaire was mainly employed to collect quantitative data from students while interview schedule was applied to collect qualitative data from heads of schools and academic masters. The University Supervisors and other experts evaluated the instruments to determine the content and face validity of the instruments. A pilot study was done to ascertain the reliability of the instrument for collecting quantitative data. The instruments was tested and found to correlate at Cronbach coefficient Alpha value of $r=0.853$ while the trustworthiness of instruments for collecting qualitative data was done by ensuring its credibility, transferability and dependability indicating that the instruments were fairly reliable for the study. The quantitative data was analysed using Descriptive Statistics in the SPSS Version 20 and the results were presented in tables of frequencies and percentages while qualitative data was analysed using thematic coding.

4. Results and Discussion

The findings were discussed with regard to research objectives as follows:

4.1 The Effects of Teacher's Time Management on the Implementation of Secondary School Curriculum

Table 1 summarizes the findings onthe effects of teacher's time management on the implementation of secondary school curriculum in Arusha City.

Table 1: Findings on the Effects of Teacher's Time Management on the Implementation of Secondary School Curriculum (Students n=131)

Statements	Agree f(%)	Disagree f(%)	Neutral f(%)	Total f(%)
Proper time management enables teachers to cover the syllabus on time	82(63%)	49(37%)	00(00%)	131(100)
Poor teachers' class attendance negatively affect curriculum implementation	80(71%)	51(29%)	00(00%)	131(100)
Teachers attending class on time delivers good concept	87(66%)	44(34%)	00(00%)	131(100)
Teachers rarely cover syllabus due to poor time management	109(90%)	22(10%)	00(00%)	131(100)
The school environment support teachers to manage time.	109(90%)	22(10%)	00(00%)	131(100)
The management cooperates with teachers on curriculum implementation.	109(90%)	22(10%)	00(00%)	131(100)
All teachers teach effectively during the required time	100(84%)	31(16%)	00(00%)	131(100)
Motivations is given to our teachers which leads to timely syllabus coverage	86(66%)	45(34%)	00(00%)	131(100)
Implementation of curriculum requires availability of Teaching resources to all teachers	75(59%)	56(41%)	00(00%)	131(100)
All teachers are committed to students' progress	118(92%)	13(8%)	00(00%)	131(100)

Majority 82(63%) of students agreed that Proper time management enables teachers to cover the syllabus on time. In addition, Poor teachers' class attendance negatively affects curriculum implementation was observed by 80(71%) students while 51 (29%) held contrary opinion. Most 87(66%) of students agreed that Teachers attending class on time deliver good concept. This finding is related to study done by Sumra and Rajan (2006) who found that teachers in secondary schools are seldom in the classroom `interacting with students. They are either away or in the staffroom. Another finding in the first objective shows that the majority 109(90%) of students agreed that the management cooperates with teachers on curriculum implementation. Kigundu (2009) conducted a study aiming to establish how time management influences students on academic performance at Wakiso District in Uganda. The major findings of the study were, all schools have written rules and regulations but some did not understand those rules and regulations that required modifications and others lack consistence in their implementation.

Furthermore, 109(90%) students agreed that all teachers teach effectively during the required time. In addition, availability of teaching resources will spare the teachers time wasted in improvisation hence proper use of time and effective use of teaching resources will enhance implementation of the curriculum that will enable students to improve in academic performance. This statement was

supported by Delvin, Kift Nelson (2012) that School efficiency is a measure of how well resources are being utilized to produce outputs. The most important resources which schools should effectively use is to manage time.

In the same objective, the study revealed that on the sub items all teachers are committed to students on achieving the school objectives, 109 (90%) of students agreed that teacher's time management play significance role on students' academic performance. This shows that teachers' time management on implementation of secondary school curriculum have positive effects on students' performance. The same view was supported by Brigitte, Eerde, & Rutte (2005), time management is only possible through self-motivation, ability and good job performance.

4.2 Findings on the Measures to the Challenges Teachers Face in Time Management on the Implementation of Secondary School Curriculum

Table 2 summarizes the findings on the remedial measures to the challenges teachers face in time management on the implementation of secondary school curriculum.

Table 2: The Students' View on the Measures to the Challenges that Teachers Face in Time Management on the Implementation of Secondary School Curriculum

Statements	Agree	Disagree	Neutral	Total
	f(%)	f(%)	f(%)	f(%)
Government policy to be clearly stated to teachers on curriculum implementation.	121(91)	10(9 %)	00(00%)	131(100%)
Reward and motivation for teachers.	108(83)	23(17%)	00(00%)	131(100%)
Creation of conducive environment for teaching and learning.	121(91)	10(9%)	00(00%)	131(100%)
Change the mind set of teachers.	111(85)	20(15%)	00(00%)	131(100%)
Teachers' commitment on syllabus coverage.	118(90)	10(08%)	03(02%)	131(100%)
Improving promotion scheme for teachers.	95(73%)	36(27%)	00(00%)	131(100%)

The response in remedial measures to the challenges facing teachers in time management on the implementation of secondary school curriculum indicated that 64(48%) of the respondents suggested that the Government policy should be clearly stated to teachers on curriculum implementation. The research established that there was a general feeling among teachers that the policy on curriculum implementation with regard to time management is not clear. On the same objective the need for reward and motivation for teachers was agreed by 76(58%) students; this was supported by the study done by UNESCO (2018). The study observes that the staff member would perform effectively when they are motivated in terms of good salary, job security, regular consultation with the head and their work appreciated and need for receiving help during personal problems. Majority 89(68%) of the respondents agreed that Government should create conducive environment for teaching and learning. Also, 78(60%) of students admitted that teachers are committed on syllabus coverage as a sign of their responsibility.

Plewis (2011) observed that timely coverage of syllabus is an important variable in relation to student academic progress that the curriculums for subjects are covered. The item was also supported by Mwosoo (2011) who noted that syllabus coverage is a significant determinant as regards the passing of examinations by students. When syllabus is covered at the right time students will be able to read and understand the content of the subjects. It can therefore be argued that failure to cover syllabus leads to students' ineffective learning. Time management is important and it may actually affect individual's overall performance and achievements. Nowadays students claim that they do not have enough time to complete all the tasks assigned to them. In addition, university environment's

flexibility and freedom can derail students who have not mastered time management. During the interviews, respondents' views on teachers' failure to cover syllabus was summarized by the respondents (AT3) as follows:

In this school many teachers often seek permissions based on flimsy reasons just to avoid work. Other reasons are attributed to alcoholism, sickness, desire to look for more money elsewhere. This has reduced the pace at which syllabus is covered and thus making the students to lag behind and hence resulted in low academic performance. (Personal interview, 21st may, 2021)

When asked why syllabus was not covered on time, teachers said that the reason was lack of school goals that focus on ensuring that syllabus were covered before the end of each year. Teachers disclosed that they did not emphasize on the need for teachers to finish the syllabi on time. They added that they insisted on the filling of schemes of works, lesson plans and subject logbooks and not for purpose of ensuring syllabus are covered on time. However, for the sake of formality and that these documents among others constitute the school inspection documents that are supposed to be there when school inspectors or quality assurance officers come for inspection. Nonetheless, teachers said that they failed to cover the syllabus on time due to frequent interruptions of instructional time

Sauers, McVay and Deppa (2005) explain that, to encourage class attendance, they have always spent part of the first class meeting telling the students that it is important for them to attend class, that they will learn more if they attend class, and that students who attend class regularly generally earn higher grades for the course

and those who do not attend class regularly earn low grades for the course. Therefore it is important for teachers to manage their time and cover the whole syllabus so that students could gain adequate content. Again the availability of textbooks appears to be consistent factor in predicting teacher's effectiveness towards teaching in secondary school.

Plewis (2011) observed that timely coverage of syllabi is an important variable in relation to student academic progress. Coverage of syllabus enhances good academic performance of students.. The interviewees also responded in favour of the view that secondary school teachers often mismanage time which has negatively affected their syllabus coverage and has also influenced students' performance in pre-national and national examination. In this regard, one respondent had this to say:

Teachers fail to cover topics on time in my school which lead to poor students' academic performance. As a result many parents complain about my school and my leadership. (Personal interview, 21st may, 2021)

The views from the respondent tend to indicate that teachers' proper time management on implementation of curriculum is reflected on students' academic performance because if a teacher manage his or her time properly, the topic should be covered on time and students would get enough time for personal revisions hence early preparations for the national examinations. Also, it is necessary for preparation for the internal examinations where the continuous assessment (CA) reports from some internal examinations are taken by National Examination Council of Tanzania (NECTA) to be included in the national examination results. Thus, the good performance of internal examinations can have direct positive impact on the national examinations performance. This finding is related to study finding by Manaseh (2016). In the study, students reported that the failure of some teachers properly manage time leads to poor syllabus coverage thereby contributing to their poor academic performance. The study suggest that despite the fact that Head of schools constantly reviewed and checked schemes of work, lesson plans and log books, their effort didn't result to timely syllabi coverage. This implies that head of schools should set goals for their schools that would enable teachers to cover the syllabus within a given academic period. Finally, teachers who miss lessons fail to cover subject topics in time. Also, partial presentation of subject matter means that instead of using 80 minutes in presentation, the period would be presented in 40 minutes of which it was difficult to finish the subject topic coverage on time. Respondent H2 had this to say:

In my school I have had many reported cases of teachers who present partially on subject topic thereby resulting in failure to cover syllabus in time thus poor academic

performance. (Personal interview 24thMay, 2021)

According to Naeyc (2005), there are standards for a good quality of education. Therefore, there is need for teachers to meet those standards especially, when their role is related to curriculum implementation. However, knowledge in secondary school curriculum is more challenging and requires greater responsibility. It appears that despite what is planned and documented in the secondary school curriculum, practices of teachers and events going on in the classroom settings are not being realized. The views from the respondent tend to indicate that:

"Many teachers have lost hope in teaching and this has affected their delivery of services resulting in incomplete syllabus coverage and has occasioned low performance amongst students. If a teacher is punctual for 40 or 80minutes, students would benefit by receiving the required materials. It is needless to say that students are losing a lot of quality time from teachers. (Personal interview, 28thmay, 2021)

5. Conclusion and Recommendations

The study concludes that proper time management enables teachers to cover the syllabus on timewhile poor class attendance by teachers negatively affects curriculum implementation hence poor academic performance. The study reveals that, management of time affects curriculum implementation and as such negatively affect performance for both teachers and students in secondary schools in Arusha City Council. In addition, the study concluded that classroom attendance is very important where by teachers have to attend in a classroom at a regular time in order to implement instructional materials to their students. If a teacher is able to attend class on time he or she will manage to cover the syllabus and the student would arrange their time table for making revisions hence good academic performance. Working condition which guarantees teacher with pleasant and supportive working environment and adequate compensation are necessary and will attract and retain quality teachers. Therefore teacher's time management is very important to school academic performance.

The study revealed that the possible solutions to these challenges are Government policy should be clearly stated to teachers on curriculum implementation, teachers should be commitment on syllabus coverage also educational stakeholders should ensure necessary resources required for teachers on implementation of secondary school curriculum. These measures to the challenges would offer solution to teacher's time management on the implementation of secondary school curriculum. All in all, the study found out that teachers time management is

highly related to the academic performance of the secondary students.

5.2 Recommendations

Based on the finding, the study proposed the following recommendations:

- i. Teachers' time management should be taken into account by the Ministry of Education science and Technology to improve national examinations performance of students. Teachers need to focus on time management in order to improve students' academic performance. It is advised that, heads of schools and the management should assess the effects of teacher's time management on the implementation of secondary school curriculum.
- ii. In addition, time management in government schools is difficult due to many students

compared to private school which have small numbers of student. Thus the government should supply enough resources for public secondary school such as enough textbooks in public secondary schools so that students can achieve good results in national examinations.

- iii. Finally, there is need for giving students the right opportunity to manage their time efficiently and effectively to reach the highest levels of academic achievement. Also there is a need to hold seminars and workshops for students in order to help them on how to distribute the right time for subjects in order to obtain higher levels of academic achievement. The students should have their own self-control and self-commitment to manage and plan time on their own for study purposes and parental monitoring and guidance would motivate them to improve in their academic performances.

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