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Original Article

The impact of classroom timetabling and teacher performance in selected secondary schools in Kayunga district. A cross-sectional study.

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Abstract.

Background:

Documentation of teaching timetables based on the curriculum requires preparing classroom plans arranged in a particular order, as based on preferred systems in the school setting, so as to improve teacher performance. This study determined the impact of classroom timetabling and teacher performance in selected secondary schools in Kayunga district.

Methodology:

A cross-sectional study design was applied using both qualitative and quantitative approaches. Purposive and simple random sampling techniques, a sample size of 130 respondents was drawn, comprising teachers, headteachers, Schools' BOG and PTA members, District Education and MoES Officers. Data were collected using questionnaires, interviews, and documentary review. Analysis of the collected data involved computation of descriptive statistics and inferential statistics involving Pearson's correlation and Linear regression analyses for quantitative data, and discourse analysis for qualitative methods was also used in analyzing the data.

Results:

The majority of respondents, 83 (68%), were male; 84(69%) of the respondents were married. There was a significant relationship between timetabling and teacher performance ($r = .600$; $p = .000$). 57% predictive power of timetabling on teacher performance (Beta = .757, R=0.570, P<.001). This means that timetabling was a significant predictor of teacher performance. 116(95%) were in agreement with the notion that timetabling improved activity scheduling among teachers, and 108(89%) agreed that timetabling fostered teacher availability in secondary schools.

Conclusion:

There was a significant relationship between timetabling and teacher performance. This therefore implied that an improvement in timetabling in secondary schools facilitates a positive influence on teacher performance in secondary schools in Kayunga district.

Recommendations:

All teachers should be involved in timetable formulation in order to cater for everyone's needs and preferences, hence enabling teachers to manage their time properly and adhere to it regularly.

Keywords: *Classroom timetabling, Teacher performance, Kayunga district, Academic performance.*
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Background.

There are a number of factors that determine teacher performance, among which administrative practices play an important role. In a dialogue with the Kayunga District Education Officer on 10th November 2023, teacher absenteeism was cited as a clear cause of deteriorating teacher performance, which indicates poor teacher performance. Stakeholders complain about whether administrative practices are practiced by head teachers in the school or not (Local council abstract, 2020). Without effective school administrative practices by head teachers, Kagolo (2009) asserted that teacher performance can be immensely affected through poor syllabus coverage, untimely scheduling, and poor lesson planning. Poor teacher performance in Kayunga, as asserted by Guloba, Wokadala and Bategeka (2010), was probably due to the increasing absenteeism, inadequate skills in timetabling and record keeping in Secondary Schools.

Teachers are expected to exhibit optimum performance by executing their duties as outlined in the teachers' code of conduct (2012) and public standing order of the Republic of Uganda. However, in spite of efforts by head teachers to carry out administrative practices in Kayunga District secondary schools, teacher performance is poor, as evidenced by poor syllabus coverage, incomplete lesson plans and schemes of work sometimes they are not even

available, unmarked or poorly marked students' books and assessments, inappropriate use of teaching and learning aids, and education progress report (2021/2022). This negatively affects teacher performance, as evidenced by the poor student academic achievement in terms of grades, to the extent that no student attains a first grade at UCE (UNEB UCE results,2021/2022), increased school dropout, and increased absenteeism. The records in the headteachers' offices indicate that administrative practices in terms of teacher selection, time tabling, and record keeping are conducted in the schools. All the indicators of poor performance mentioned are linked to school administrative practices of the head teacher. Therefore, it is against this background that this study was conducted to assess the impact of classroom timetabling and teacher performance in selected secondary schools in Kayunga district.

Methodology.

Research Design

A cross-sectional design was used to examine the influence of school administrative practices by head teachers on teacher performance. The design was considered appropriate due to the fact that it was used to collect data from a sample of a population at a particular time in order to obtain information (Amin, 2005), which is timely and cheap to use (Babbie, 2007). Both qualitative and quantitative approaches were used to collect data. The quantitative approach was used for easy analysis and triangulation of findings, while the qualitative approach was used in collecting descriptive and narrative data to make an in-depth exploration of how instructional supervision influences teacher performance in secondary schools in Kayunga.

Study Population

The study population comprised of teachers because they are the main subjects affected by the school administrative practices, Board of governors, Parents-Teacher Association members, district education commission officials and ministry of education officials was vital because they are the ones who implement the administrative practices in the secondary schools (the key informants).114 teachers, 7 headteachers, 30 Board of governors, 21 PTA members, 5 DEC officials and 5 MoES officials will be involved in the study. In total, the study involved182 respondents.

Sample Size

According to Fraenkel and Wallen (2009), a sample is a subsection of a population. Since the population was quite big, Roston (2008) recommended the selection of a representative study population. Therefore, Krejcie & Morgan's (1970) Table of sample determination is used to determine the sample size and the category and number of respondents to be engaged in the study.

Sampling Techniques and Procedure

Both simple random and purposive sampling techniques of sampling was used to collect data. Simple random sampling means giving an equal and independent chance to all individuals to take part in a study (Fraenkel&Wallen, 2009). Teachers, B.O.G, and P.T.A. members were selected using simple random sampling. It was used to give an equal chance to the respondents. Purposive sampling was used to get information from respondents like Headteachers, District Education Commission officials, and Ministry of Education officials (key informants) in their various capacities. Using this sampling technique, the researcher was able to get data from individuals with the required information on school administrative practices by head teachers and teacher performance as proposed by Fraenkel and Wallen (2009).

Data Sources and Collection Methods.

Data Sources

To collect data, the researcher used both primary and secondary sources of data. Secondary data will be obtained using document review of already existing records in schools, district headquarters, as well as the national library Kothari (2009). This data was readily available and quite easy to access. Remarkably, primary data was obtained from respondents using questionnaires and interviews and is data reported for the first time (Fraenkel and Wallen, 2009).

Interviews

Interviews to gather data from key informants were used. This method helped the researcher to collect detailed information in a more flexible way, as it also allowed for probing and prompting for required data from the key informants, as suggested by Roston (2008).

Document Review

Document review was applied to gather secondary data from archived records to make comparison with the primary data obtained so as to ascertain the coherence of the data and justify the research problem. Data t acquired was in relation to the study objectives and was collected without interrupting the study process (Saunders et al., 2012).

Data Collection Instruments

Interview guide

Interviews were carried out using an interview guide that involved probing to prompt more responses from interviewees (Roston, 2008). The researcher applied an interview guide to collect in-depth qualitative data from 8 key informants, including 3 headteachers, 3 DEC officials, and 2 MoES officials, and the information obtained was used to supplement the one got from questionnaires. The researcher made an effort to schedule appointments with all key informants on preferred dates at their convenience to interact in a discussion.

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Questionnaire.

It was revealed by Fraenkel and Wallen (2009) that questionnaires are cost-effective tools for data collection and easy to administer in a shorter time period. The researcher developed a questionnaire comprising of close-ended questions, which will be distributed to 122 respondents, including 79 teachers, 25 Board of Governors, and 18 PTA members affiliated with the respective schools. Closed-ended questions will be preferred for reasons of their high response rate. Given their orientation and position, the respondents will be considered significant to provide adequate and meaningful responses regarding the research study.

Documentary Review Guide

Existing records found at school premises, district headquarters, and national libraries were sourced and reviewed to collect secondary data about school administrative practices by head teachers and teacher performance in schools in Kayunga. Records such as journals, strategic plans, newspapers, annual reports, and university magazines were reviewed, as supported by Saunders, Lewis, and Thornhill (2012).

Quality Control of the Instrument

Validity of the Instrument

According to Amin (2005), validity means the degree of suitability of a research tool. A questionnaire was developed, presented, and discussed with supervisors to establish face validity. Therefore, Content Validity will be determined by the Content Validity Index test using the formula below:(Amin (2005) provides that an instrument is valid with CVI greater than 0.7)

$$CVI = \frac{\text{Number of items declared relevant/ valid}}{\text{Total number of items}}$$

Reliability of the instrument

Amin (2005) revealed that reliability is the level of consistency of a research instrument even after repeated measures. The degree of reliability was established using Cronbach's Coefficient Alpha that showed the level of the relationship between the study variables. According to Saunder set al (2012), a coefficient equivalent to 0.7 or more depicts a higher degree of reliability.

Procedure for Data Collection

A letter of introduction from Team University was presented to the appropriate authorities in Kayunga district headquarters and MoES seeking permission to collect data for the study. Upon being granted permission, the researcher distributed questionnaires as deemed fit. The researcher made appointments with key informants to ensure that it was convenient for them. (Saunders et al., 2012).

Data Processing and Analysis

Raw data were obtained, sorted, edited, and processed using the Statistical Package for Social Scientists (SPSS) for quantitative data, while qualitative data were categorized according to objectives.

Quantitative Data Analysis

Descriptive statistics were used to explore the data and verify the study hypothesis. The researcher used SPSS to analyze the data collected. Data presentation is in the form of tables displaying frequencies and percentages. Pearson Correlation coefficient analysis was conducted to establish the relationship, while linear regression analysis was conducted to establish the strength and magnitude of the relationship between study variables.

Qualitative Data Analysis

Processing of qualitative data involved categorizing data and attaching it to appropriate categories. The analysis of the interview responses was edited according to the themes developed from the objectives of the study. Responses from questionnaires and interview responses were edited, coded, and reported using descriptive narration of opinions, experiences, and views of the participants. Descriptive statistics were used to analyze the coded responses. Where necessary, quotes from the respondents were used to strengthen the interpretation.

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Results.

Demographic characteristics of respondents

Table 1: Distribution of respondents by Demographic Characteristics

Demographic Factor	Characteristic	Frequency	Percentage (%)
Age	20—30	45	37%
	31—40	39	32%
	41—50	31	25%
	51 above	7	6%
Sex	Male	83	68%
	Female	39	32%
Educational Level	Graduate	103	85%
	Postgraduate	9	7%
	Diploma	10	8%
Marital Status	Single	32	26%
	Married	84	69%
	Divorced	5	4%
	Widowed	1	1%
Period of service	<1 year	16	13%
	1—2 years	36	30%
	3—4 years	19	16%
	5 years above	51	42%
Total		122	100%

Source: Primary Data, 2024.

Table 1, illustrate that majority of respondents 45(37%) were between 20—30 years of age, 39(32%) were between 31—40 years, 31(25%) were between 41—50 years while the least 7(6%) were 51 years and above. Findings show that the majority were still below 30 years, which means they are still energetic teachers who are involved in the teaching and learning of students. Results from the study revealed that the majority of respondents, 83 (68%), were male while 39(32%) were female. This indicates that male teachers are more available at the school compared to female ones.

Majority of the respondents 103(85%) were graduates (degree holders), 10(8%) were diploma holders while 9(7%) held postgraduate (master's degree). This kind of trend implied that all respondents had cognitive ability and intellectual responsibility to interpret the research concepts. Therefore, respondents were assumed to have adequate capacity to articulate matters related to the study.

Results illustrated that majority of respondents 84(69%) were married, 32(26%) were single, 5(4%) were divorced while only 1(1%) were widowed. With the majority being married, it demonstrated a higher level of responsibility and maturity exhibited by respondents to provide reliable responses. From the study findings, it was established that the majority of respondents, 51(42%), had served at least 5 years and above, 36(30%) had served between 1—2 years, 19(16%) had served between 3—4 years, while the least, 16(13%), had served for less than one year. Establishing the period of service was aimed at determining respondents' perceptions depending on their accumulated experience.

Time Tabling and Teacher Performance.

Descriptive analysis

Table 2: Descriptive analysis showing the impact of timetabling on teacher performance in secondary schools in Kayunga district.

Classroom Timetabling	Proportion of respondents who agree, disagree, or are undecided					
Indicator	N	Disagree	Un decided	Agree	Mean	Std. Deviation
Timetabling improves activity scheduling	122	4(3%)	2(2%)	116(95%)	4.25	0.647
Timetabling fosters teacher availability	122	10(8%)	4(3%)	108(89%)	4.03	0.802
Timetabling eases supervision	122	7(6%)	4(3%)	111(91%)	4.18	0.750
Timetabling improves time management among teachers	122	3(5%)	5(4%)	114(93%)	4.20	0.664
Timetabling influences sufficient resource allocation	122	11(9%)	11(9%)	100(82%)	3.96	0.913

Source: Primary Data, 2024

Table 2 revealed that the majority, 116(95%), were in agreement with the notion that timetabling improved activity scheduling among teachers, 4(3%) were undecided, while only 2(2%) were undecided. This finding implied that proper timetabling had a strong impact on teacher performance in secondary schools in Kayunga district. Qualitative findings affirmed that timetabling indeed enhances activity scheduling among teachers. Results from the interview revealed that timetabling is very important for teachers. It provides an opportunity for the teacher to plan properly, know the checkpoints, guides teachers on making schemes of work and lesson plans, organizing teaching aids and appropriate teaching methods, which leads to completion of the syllabus in time and hence student achievement is realized. In this way, teacher performance is measured.

*Good timetabling in schools enables teachers to attend to all vital activities in their designated time…it allows teachers to know when to part-time in other schools so as to make ends meet because they may not only survive on one salary…He said there is a timetable followed and supervision is done once in a term, and in a term three teachers are supervised…He said while in instructional supervision, they look out for: teachers' lesson notes, Instructional materials used, assessment of learners…*KI-2

Majority 108(89%) agreed that timetabling fostered teacher availability in secondary schools while 10(8%) disagreed and 4(3%) were undecided. As such, findings affirmed that with appropriate timetabling, teacher availability could be

determined, assessed and evaluated in order to assess their overall performance. Additionally, qualitative findings affirmed that with timetables in place, teacher availability could be assured as follows:

*As inspectors, we can only supervise teachers if their lessons are on the timetable because we don't want to have scenarios where teachers are placed in lessons they have not prepared for…this can cause anxiety and fear, and we may fail to achieve our objective…Once I went to supervise teachers in some school, and almost half were available because many of them were part-timing elsewhere…*KI-5

111(91%) agreed to the issue that timetabling eases instructional supervision, 7(6%) were in disagreement while the least 4(3%) were neutral. It was thus affirmed that with proper timetabling, instructional supervision could be well-effected, which has a bearing on teacher performance in secondary schools in Kayunga district.

The majority, 114(93%), agreed that timetabling improves time management among teachers in Kayunga district; 5 (4%) were undecided, while 3(5%) disagreed. The findings thus showed that time management among teachers would be improved with good timetabling, which would in turn translate into good teacher performance in secondary schools in Kayunga district. Qualitative information revealed that timetables were management tools as per the verbatim below:

*Since timetables are drawn in reflection of the available teachers, they enhance syllabus completion in time so that we can focus efforts on learners' performance…without following the timetable, it may be difficult to finish the syllabus unless there are extra lessons…they are also management tools used by school administrators…*KI-8

From the study findings, it was also revealed that the majority, 100(82%), agreed that timetabling influenced sufficient resource allocation, while those that disagreed and were undecided both contributed 11(9%). This kind of trend entailed that timetabling in secondary schools could influence efficient resource allocation, which would positively impact teacher performance, as supported by qualitative findings in the following verbatim:

*Following the timetable is another aspect of assessing teachers' performance, and so supervisors must use it as a benchmark to determine how teachers are performing…supervisors get to class as early as the period is supposed to start to see if teachers are actually on time…school leaders base it on them to allocate teachers and things like lab rounds for each class...*KI-7

Measures of central tendency revealed mean values scored were all greater than three, which signified that the majority were in agreement with the notions, thus affirming that timetabling impacts on teacher performance in Kayunga district ranged between 3.96-minumum and 4.25-maximum. Also, the standard deviation scores were below one, which implied a common opinion held regarding how timetabling impacts on teacher performance in Kayunga district.

Correlation Analysis.

The Pearson's correlation coefficient was used to determine the relationship between timetabling and teacher performance in secondary schools in Kayunga district.

Table 3: Correlation Analysis showing the relationship between timetabling and teacher performance.

Correlations			
		Timetabling	Teacher performance
Timetabling	Pearson Correlation	1	.672**
	Sig.(2-tailed)		0.000
	N	122	122
Teacher performance	Pearson correlation	.672**	1
	Sig.(2-tailed)	0.000	
	N	122	122
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: System Data, 2024

Table 3 showed a significant relationship between timetabling and teacher performance (r = .600; p = .000). This therefore implied that an improvement in timetabling in secondary schools facilitates a positive influence on teacher performance in secondary schools in Kayunga district.

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Regression analysis

The researcher conducted a linear regression analysis to establish the strength and magnitude of the relationship between timetabling and teacher performance, and the results are shown in the table below.

Table 4: Regression Analysis showing the predictive power of timetabling on teacher performance

R Square=0.573, Adjusted R Square =0.570, Sig=.000						
Model		**Unstandardized Coefficients**	**Standardized Coefficients**			
1	Constant	B	Std. Error	Beta	T	Sig.
	Time tabling	2.288	1.420		1.612	0.110
		0.870	0.069	0.757	12.696	0.000
a. Dependent Variable: Teacher Performance						

Source: System Data, 2024.

Table 4 shows a 57% predictive power of timetabling on teacher performance (Beta = .757, R=0.570, P<.001). This means that timetabling was a significant predictor of teacher performance. Implying teacher performance significantly improved as a result of timetabling in Kayunga district.

Discussion of results.

Impact of Timetabling on Teacher Performance in Secondary Schools.

The findings revealed a strong positive significant relationship between timetabling and teacher performance. This means that an improvement in timetabling strongly influences teacher performance in secondary schools, hence bringing about a positive influence on teacher performance in Kayunga district. This was confirmed by Willemen (2002), who asserted that proper timetabling influences teacher availability, hence completion of the syllabus in time, which brings about a positive impact on student achievement and good teacher performance as well. However, Rockoff et al, (2011) asserted that making inappropriate timetables leads to idle time, which may create performance gaps for teachers.

In addition, findings reveal that proper timetabling guides teachers on making appropriate schedules for their day-to-day teaching activities according to the ideal time. This helps them focus on teaching and performing their duties diligently. This implies that good timetabling encourages teachers to teach their specific subjects when they are scheduled, which leads to appropriate syllabus coverage and its completion in time. This positively influences performance by students and teachers as well. This is in agreement with Ottoum (2015), who asserts that timetabling helps teachers schedule for their classrooms by determining their convenient time and days; teacher availability was revealed to improve, which gives instructional supervisors an opportunity to assess and evaluate teacher competence and performance.

Findings also reveal that satisfying teaching requirements requires specific skills in drawing timetables. This is because with proper timetabling skills, a teacher can be able to make schedules for activities of the school such that they do not collide. More still, it was revealed that proper timetabling could strongly influence efficient resource allocation, hence creating a positive impact on teacher performance. This means that teachers are in a position to plan their time, hence attending to different activities, including their scheduled classes, at the right time. This simultaneously promotes teacher performance. This is also in agreement with Willemen (2002), who asserts that good timetabling assists in making conflict-free schedules. However, authors like Willemen (2002) concluded that, without adequate school administrative practices, timetable construction problems may arise, such as insufficient resource allocation, including assigning classrooms, time, and even teachers, which hinders teacher performance.

Conclusion.

There was a significant relationship between timetabling and teacher performance. This therefore implied that an improvement in timetabling in secondary schools facilitates

a positive influence on teacher performance in secondary schools in Kayunga district.

Recommendations.

All teachers should be involved in timetable formulation in order to cater for everyone's needs and preferences, hence enabling teachers to manage their time properly and adhere to it regularly.

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List of abbreviations.

B.O.G	Board of Governors
CVI	Content Validity Index
DEC	District Education Commission
KI	Key informants
MoES	Ministry of Education and Sports
PTA:	Parent-Teachers Association
SMC:	School Management Committee
SPSS:	Statistical Package for Social Sciences
UNATU	Uganda National Teachers' Union

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There is no source of funding.

Conflict of interest.

The authors declare no conflicting interests.

Availability of data.

Data used in this study are available upon request from the corresponding author.

Authors contribution.

RM designed the study, conducted data collection, cleaned and analyzed data, and drafted the manuscript, and MS supervised all stages of the study from conceptualization of the topic to manuscript writing and submission.

Ethical approval.

Ethical considerations in research concern the dilemmas that arise over the proper way to execute research, more specifically, not to create harmful conditions for the subjects of inquiry, humans, in the research process. The researcher therefore ensured that respondents' informed consent was obtained through a letter that clearly specified what the research was about, including clearly laid-down procedures the participants expected to follow. The researcher also ensured objectivity, integrity, anonymity, and confidentiality by withholding the respondents' names.

Informed Consent

Verbal consent was sought from the respondents after the explanation of the study topic to them. The respondents were assured of their right to freely consent. Confidentiality was assured to the respondents and the participants in the study. Code numbers were used instead of patient names as an assurance that no one else would know from whom the information was collected.

Authors biography.

Ronald Mukiibi is a student of Master of Education Planning and Management at the School of Graduate Studies, Team University.

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