



Management of Distractions and Use of Work Rules and School Time Table for Teachers' Effective Job Performance in Public Senior Secondary Schools in Rivers State.

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ABSTRACT

The study examined the management of distractions for teachers' effective job performance in public senior secondary schools in Rivers State. Two (2) research questions and 2 hypotheses were answered and tested in the study, respectively. The design for the study was the analytic descriptive survey, the population was the 298 public senior secondary schools in Rivers State and the sample was 298 principals which represented all the principals in public senior secondary schools in the state. Respondents of the study responded to a validated 20-item instrument titled Management of Distraction for Teachers' Effective Job Performance Scale (MDTEJPS) designed by the researcher in the modified 4-point Likert-Scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE) with reliability indices of 0.87 obtained using Cronbach Alpha Statistical procedures. Mean and standard deviation were used in answering the research questions while z-test was used in testing the hypotheses at 0.05 alpha level of significance. The results of the study showed that the utilization of work rules and school timetable plans, in managing distractions enhances teachers' effective job performance in public senior secondary schools in Rivers State. The study also establishes significant differences between the mean ratings of the respondents on the extent to which the utilization of work rules and school timetable plan, enhances teachers' effective job performance, and significant differences between the respondents on the extent to which the utilization of work rules and school time table plan, enhances teachers' effective job performance in public senior secondary schools in Rivers State. Consequently, it was concluded that the management of distractions enhances teachers' effective job performance in public senior secondary schools in Rivers State. The study then recommended that school principals should continue to use the identified instrumentations of work rules, and school timetable plans among others in managing distractions as they can enhance teachers' effective job performance in schools.

Keywords: Management, Distractions Management, Effective Job Performance

Introduction

One of the responsibilities of public senior secondary school administrators is to manage workplace distractions. Distractions in public senior secondary schools refer to activities, interactions, decisions, and behaviours amongst others that deviate the employees' attention and commitment from on-task behaviour to off-task behaviour. In this present day, where we are confronted with challenges of change, it has become necessary for school administrators to do everything possible to encourage, inspire and motivate the teachers in the performance of their duties. The ability of the school administrator to manage the behaviour of their staff or employees is critical to achieving positive educational outcomes, although behaviour management does not guarantee effective job performance it establishes the environmental context that makes good job delivery. Therefore, there is a need for a high level of creativity on the part of the administrator to maintain employees' focus alongside the curriculum itself.

There are internal and external factors that could bring about distractions in public senior secondary schools. Distractions can come from technology, friends and family, noise, pollution, flooding, dilapidated school physical facilities, frequent meetings and informal group activities or social interactions amongst colleagues, sports and hobbies, eating of food, teacher's manner of communication, poor classroom environment, teacher's unpreparedness, disorderly classroom among others. Distractions can come from activities teachers do themselves or from other teachers in the workplace, they can also be caused by noise and unauthorized frequent movement in and out of the school environment, teachers can also be distracted by social media, especially mobile phones. George (2016) found out that, 80% of teachers look at cell phones at least once per class to either text or talk during teaching and learning. At the level of secondary school, there is a need for the school administrators to appreciate the peculiarities of the teachers' emotions and temperament as they come from different family backgrounds with different abilities, life values, personal characteristics, expectations and previous experiences. At this stage, the school administrator needs to employ various strategies/methods to help employees pay attention to details and stay focused on performing planned activities that are directly related to the goals of the school. The school administrators (Principals) should use management techniques to increase the competence of their workforce by enhancing their different perspectives, interactions, skills, abilities, values, and relationships amongst others and

when everyone is valued for their unique contributions, they will strive to become responsible, and contribute their highest potential. Uche (2020) states that effectiveness requires doing the right thing in the right manner and using the right resources. Ozturk (2015) opines that the interest of teachers towards their job performance shifts to other needs, to the detriment of their academic work, thus, the importance of the efforts of school administrators in secondary schools to use the strategy or method in day-to-day work activities cannot be overemphasized for the teachers to benefit from education and training activities and achieve educational goals and objectives.

The strategies employed by school administrators for employees' focus on on-task behaviour amidst the existence of inevitable causes of distractions are considered distraction management although not all causes of distractions can be eliminated from the school. However, school administrators must ensure that staff members are giving their best (in terms of service delivery) to the school, management of distractions strategies are tools that the secondary school administrator can use to create an enabling physical, social, psychological and emotional climate for teachers to render effective and efficient services to the school as the outcome of education at any level is determined by the quality and performance of teachers. The job performance of secondary school teachers refers to his/her contribution towards the achievement of the goals and objectives of the school. Nwakouga (2014) described teachers as people who are certified to teach and help students learn, as no school can survive and achieve its goals without the services of teachers. Teachers' job performance refers to the specific task performed by teachers and the degree of effectiveness and efficiency. Teachers' job performance is a construct that can be measured through certain criteria such as education policies, and other instruments used to assess teachers' job performance in schools, these include; The school diary which is a statutory school record that teachers are expected to maintain. This record shows the number of topics in the scheme of work already taught by the teacher in a week or weeks. Another instrument is the Continuous Assessment report sheet which shows how the teachers are doing (in terms of the number of topics taught). It helps to expose the degree of teaching effectiveness based on the topics already taught by the teacher. Educationists argue that the continuous assessment (CA) record also evaluates the teacher since the teacher is accountable for both teaching and learning in the classroom. Another statutory instrument is the school time book and movement book which shows the movement of teachers on daily work days. It is used for the evaluation of teachers' job performance in terms of punctuality and optimization of school main hours. A teacher's job performance can also be measured through an assessment of the workload assigned to the teacher such as the number of classes, the number of periods expected to be covered every week, class size etc. Also, the number of other non-teaching assignments such as administrative and non-administrative duties. Managing distractions for teachers' effective job performance refers to the systematic process of working with teachers to help them recognize and get rid of off-task behaviours that tend to get them distracted. Distractions management methods and techniques should be considered as tools with which the principal in public senior secondary schools can use to create and manage an orderly learning environment in the school which increases teachers' and students' academic engagement and decreases classroom off-task behaviour. Modestus (2018) in support of this view, describes teachers as people who are certified to teach and support students to learn, as no school can achieve its goals without the input of teachers. This is important because, there is a phrase that "if the students have not learnt, then the teacher has not taught."

Distractions in public senior secondary schools refer to anything going on that is hindering the task of teaching and learning being achieved or completed, it can also refer to activities, behaviours, objects, interactions and decisions among others that deviate the attention and commitment of both the teachers and students from on-task behaviours to off-task behaviours during teaching-learning activities which do not contribute to the achievement of educational set goals, thus leading to wastage of time and other scarce resource. Aside from wastage of time and other educational resources, distractions in the classroom could lead to poor performance of students in both internal and external examinations, and inability to achieve teaching-learning objectives, thereby making the process of teaching-learning objectives unproductive and service delivery ineffective.

Management:

Management has been conceptualized by managerial and educational scholars in various ways and from their point of view. From a scholarly point of view, Marshall (2016) conceptualizes that, management involves planning and organization of activities and resources which is targeted towards achieving a particular organization goal. Obasi (2016) viewed management as the organization and mobilization of all human and material resources in a particular system for the achievement of some specified organizational objectives in the most rational manner. This implies that management is about making the best use of human and material resources at one's disposal to achieve desirable goals and objectives. Thus, in secondary schools, the application of managerial skills involves the implementation of school programmes through the coordination of human and material resources for the effective and efficient achievement of educational goals. This means that the school administrator needs to consciously plan, mobilize, monitor (control), coordinate and organize the school activities to realize the educational aims and objectives. Management functions involve the process of planning, organizing, coordinating, directing, budgeting, staffing, evaluating and reporting. In secondary schools, the concept of management refers to the school administrators' systematic process of working with both human and material resources at their disposal judiciously to ensure that there is synergy between educational goals and the personal goals of staff members, it is concerned with overcoming constraints to educational goal achievement.

Distractions Management:

Distraction management is simply the techniques or strategies school administrators use to maintain control in the school. They are pre-planned activities to promote effective control, coordination and monitoring of employees' job performance for quality delivery. Administrators or principals at all levels of education employ a variety of strategies and techniques to ensure that staff members are organized, on task, well-behaved, and productive during the school day. A lack of effective distraction management can cause chaos and stress for the head teacher, the teachers and the students thereby making the teaching and learning environment unsatisfactory.

In every organization including schools, there is every need to manage employees well for effective and efficient delivery of the services they offer to the organization. In the education industry, the basic purpose of education is to enhance teaching and learning, therefore, effective job delivery has to do with the ability of the head teacher to coordinate human and material resources available to the school in the right way, the right time and without wastage of resources to achieve set goals and objectives in the school system. In public senior secondary schools, distraction management is critical to the success or failure of secondary education delivery in Nigeria. Awotua-Efebo (2015) and the Federal Republic of Nigeria (FRN, 2013) maintain that the extent to which the quality of delivery and outcome of education succeeds at any level in Nigeria is dependent upon the quality and performance of teachers engaged in the education process and the effectiveness with which they carry out their responsibilities. Since no education system can rise above the quality of its teachers, the National Policy on Education emphasises the quality of teachers in terms of qualification, commitment and motivation. Thus, any society or nation that intends to achieve its educational goals must create an enabling physical, social, emotional and physiological climate not only for the teachers but also for the students for effective and efficient services to the school.

Effective Job Performance:

One of the most important aspects of school administration is to ensure that teachers and students are actively involved in classroom work, remain on-task and provide a productive working environment. Job performance refers to a work-related activity that measures how well an employee meets a demand which must be focused on achieving organisational objectives that are important to the position or role. Effective job performance in the education system refers to how effectively and efficiently all stakeholders in the institution of learning utilize both material and human resources in achieving educational goals (Chukwudi 2016). The several tasks that teachers perform on a day-to-day basis in secondary schools constitute teachers' workload. However, the extent to which they execute their duties and the extent to which they affect educational outcomes is what can be termed as teachers' job performance. Teachers' job performance can also be the extent to which it is adjudged to be effective and efficient, Amadi and Nwogu (2019) state that, efficiency is concerned with doing things right while effectiveness is doing the right thing in the right way. Effective job performance has to do with the quantity and quality of the effort made by the employee to meet pre-determined organisational goals. Teachers' job performance refers to teaching staff members who are charged with the task of interpreting and implementing the curriculum at classroom levels, they are trained to be effective classroom managers.

Work Rules in Managing Distractions for Teachers Effective Job Performance

Work rules can be defined as the statements that organizations use to describe acceptable and unacceptable behaviours in the workplace including schools. Work rules are both control and corrective tools used to control the activities and behaviours of staff members. Rules can also be seen as distraction management used to present ethical and expected behaviours or to curb observed off-task behaviours. It is thus, the school administrator's responsibility to consciously develop rules that will promote teachers' positive attitude to teaching and learning activities. Rules, principles, and procedures are strategies to deal with workplace distractions. Rules are guidelines that set expectations for employees' behaviour, principles refer to positive attitudes and expectations for long-term behavioural growth, and procedures direct employees on how to perform routine instructional tasks. Understanding what factors influence teachers to be involved in certain types of off-task behaviours will help the administrator find effective strategies to deal with workplace distractions. Effective distraction management requires school administrators to have a clear understanding of the causes of staff distractions be adept at employing multiple strategies and also understand that no single strategy will be effective for every worker at all times and in all contexts. Wonah (2014) suggested that rules and regulations are necessary to ensure that organizations get the best from their employees. Rules are guidelines that set expectations for teachers' behaviour in the school. Therefore, rules can be used to avoid unprofessional conduct to achieve educational goals.

To minimize time wastage: Work rules can be used by the school head to manage distractions that cause teachers to engage in off-task behaviours that waste time, thus, to minimize time wastage, the school principal can set guidelines that define when staff can move or not move, when or how to entertain visitors during school hours and the limit to which a teacher can take permission, this will likely eliminate unnecessary distractions and help both the teacher and students to focus on learning activities.

To maintain an orderly school environment: Work rules can also be used to maintain an orderly environment with no distractions for everyone to concentrate on the task of learning. The school manager must consciously develop work rules that will promote teachers' positive attitude to work, work rules as control tools promote teacher's internalization of the organisational culture of the school system this culture embodies the norms and values of the school, which include achievement of educational goals, teachers who teach in an orderly environment can focus on teaching/learning activities and achieve their educational goals.

To promote professionalism and encourage ethical behaviours: Rules can be used by principals to manage workplace distractions that cause teachers/students to engage in unethical behaviours that hinder teaching and learning. A controlled school climate is very important for effective teaching and learning, good teacher-student relationships, student-to-student collaboration, maintaining teachers' focus, minimize unnecessary movement of the teachers amongst others. Oyetunde (2018) agrees that one of the problems in public senior secondary schools is the lack of discipline in school. Oyetunde noted that effective teaching and learning can only occur in a well-managed disciplined school environment, he further asserts that effective distraction management largely depends on the head teacher's skill to minimize disciplinary problems and promptly control them whenever they occur.

In public secondary schools, principals are expected to understand the causes of distractions and formulate rules that will be binding on all staff members. Igono (2015) maintained that rules and regulations promote workplace discipline, thereby increasing teacher's productivity. It is, therefore, the

responsibility of school administrators or head teachers to consciously develop and document rules that will instil discipline amongst teachers and students to create a positive attitude towards teaching and learning. Specifically: work rules are used for managing distractions arising from off-task behaviours in schools, interpersonal interactions in schools, unauthorized movement, lateness to work, and teachers' interaction with their private visitors in school amongst others thus, school administrators should find a way to balance between negative consequences for off-task behaviour and positive consequences for on-task behaviour whenever it occurs in schools in public senior secondary schools in Rivers State.

Use of Timetable Plan in Managing Distractions for Teachers Effective Job Performance.

Individuals, households, communities, institutions, business enterprises and governments all over the world are regularly involved in planning activities, planning is the most basic and primary function of management in any organization including schools. It is the pre-decided outline of the activities to be conducted in the organization, this implies that a plan of the times when particular things or events should be done must be planned ahead of time to avoid wastage of scarce resources (time). Ikpitibo (2013) opines that time wasted will never come back. Therefore, a timetable plan is the process of deciding when, what, where, and how to do a certain activity before starting to work. Planning the work timetable enables the school administrators to make clear choices in terms of aims and objectives, to cover manpower requirements of the day, improve the quality of the structure, content and methods towards achieving desired educational goals. Igbacha (2014) points out that, if the schedule for each activity in the school is not effectively and efficiently managed, it will create clusters in the workplace, poor performance, distraction, lack of concentration and likely a more stressful life for the school administrator. In senior secondary schools, the school timetable is the framework to run the school properly. It occupies a very important place from the point of view of administration because it determines how the whole programmes of the school are carried out. The elements in the school system that are coordinated by the school timetable include the teachers at work, students, classroom being used at certain periods, time for morning assembly, time for roll call, and time for co-curriculum activities amongst others. The timetable is the scheduled school activities which tells what work is being done, during which period, by whom it is being done, when it is being done etc. It is generally a chart to show the activities undertaken in a school. A good timetable plan implies that it enables the school administrator to know exactly how the school time is being spent on an hourly, daily, monthly, termly and even yearly basis. Asodike (2013) notes that the school timetable "does not only give a breakdown of activities, but it also guides and shows time allocated to these daily activities in the school setting". This implies that the school timetable plan is a vital ingredient or tool in the hands of the school administrator to prioritize the list of assigned tasks, determine the level of importance of each one, and organize, direct and evaluate performance to ensure the accomplishment of set goals. In public senior secondary schools, a timetable plan can be used by school administrators for the following purposes:

Organizing the Curriculum: A school timetable has defined period's lengths with specific subjects for each period, hence it allows the school administrator to distribute enough resources to most curriculum parts. The organization of a good timetable is such that the important subjects are at optimal times of the day for instance, if an administrator believes that the morning is the best time to schedule English language and mathematics, these should always be scheduled before lunch break. Certain elements influence the construction of a timetable, students are fatigued at certain periods of the day, it is not only physical but also physiological which results in a definite weakening of attention and diminishing interest and affects learning. A well-planned school timetable helps to ensure optimum utilization of scarce resources.

The school timetable is used to manage staff role conflict. The timetable ensures smooth and orderly working of the school. The major achievement of the school timetable is that everything is planned, and all the teachers and students know their jobs as well as the time they are to devote to each activity. If there is no timetable in the school, there is always the danger of negligence of duty, duplication of efforts and repetition of unnecessary items and activities. The school timetable helps to ensure that classroom teachers do not distract each other when officially using the classroom or laboratory during the teaching and learning process, the timetable spells out what subject is scheduled to be taught in a particular classroom per time and for how long a period, for instance, a teacher cannot stand by a classroom to ask another teacher out of the classroom without his/her period on the time table. Obasi (2016) in support of this report, states that time table plan enables teachers to do the right thing at the right time. This implies that a table plan helps the school administrator to eliminate conflict in the interpersonal relationship among staff, roles, and tasks amongst others. The timetable places proper persons at their proper places at the proper time and in their proper manner.

Timetable plans can also be used to prevent the wastage of time and energy. Planning the timetable helps the school principal to avert wastage and make prudent use of resources for the achievement of an objective. The timetable shows what is to be done at a particular time, it directs the attention of both the teachers and students to one thing at a time. The work timetable plan will help school administrator to evaluate their performance, it will help them to identify lapses and correct them. White (2016) opined that a principal's work time plan skills are critical in the delivery of education, classroom management and contact with teachers and students.

A timetable plan can also be used to ensure equitable workload. School timetables ensure equitable distribution of work among teachers. With the help of the planned timetable, the principal or administrator can keep track of the number or type of workload assigned to each teacher working under him/her. Time table plan in any social organization especially, the school system is an important component of the teaching profession without which teaching and learning cannot effectively take place. West (2018) explains that it is important that headteachers create a supportive timetable plan where teachers feel safe and comfortable contributing their ideas and thoughts during the teaching and learning process. Thus, students' academic success is directly related to the effective timetable plan of school administrators. The school administrator's Work timetable plan is a tool used for classroom distraction management or control of the activities and behaviours of teachers and students. Therefore, the timetable helps in avoiding the allotment of too much or too little work.

The use of a timetable ensures smooth and orderly working of the school. The major achievement of the timetable is that everything is planned, and all the teachers and students know their jobs as well as the time they are to devote to each activity. The timetable is a necessary tool for the efficient working of a school. It is a mirror that reflects the entire educational programmes of the school, it is the instrument through which the purpose of the school is to function. Thus, administrators who can organize their work time plan in a way that ensures effective use of time are in an advantaged position to manage distractions, and achieve their instructional objectives and educational goals in public senior secondary schools.

Statement of the Problem

School administrators are confronted with a lot of challenges in the course of their administrative duties, especially in maintaining teachers' focus and direction on on-task activities that are goal-oriented. These challenges emanate from distractions ranging from noise in and around the school compound, pollution, dilapidated school facilities, crowded classrooms, unsafe school environment, poor remuneration and lack of job incentives, coming to school late, work pressure, indiscipline, family crisis, incompetence, eating of food during lessons, talking, technology, (use of electronic gadgets), lack of interest in the job, frequent movement in and out of the school, teachers' lack of commitment amongst others. Stakeholders in education hold the opinion that students' performance appears to replicate teachers' job performance in public senior secondary schools in Rivers State. They also hold the opinion that most secondary school administrators are not efficient in their administrative duties as they rarely attend workshops and seminars for professional development. Considering the above assertions, could the distractions experienced by teachers in the course of delivering their duties be a result of other factors not limited to the inefficiency of the school administrators and how does this affect the teachers' job performance? To what extent can distractions be managed to achieve teachers' effective job performance as perceived by stakeholders in education in Rivers State? It is as a result of this, that the study investigated the management of distractions for teachers' effective job performance in public senior secondary schools in Rivers State.

Aim and Objectives of the Study

The study aimed to examine the management of distractions for teachers' effective job performance in public senior secondary schools in Rivers State.

Specifically; the objectives of the study were to:

1. determine the extent to which the utilization of work rules in managing distractions enhances teachers' effective job performance in public senior secondary schools in Rivers State.
2. find out the extent to which the utilization of the school timetable plan in managing distractions enhances teachers' effective job performance in public senior secondary schools in Rivers State.

Research Questions

The following research questions were formulated to guide the study.

1. To what extent does the utilization of work rules in managing distractions enhance teachers' effective job performance in public senior secondary schools in Rivers State?
2. To what extent does the utilization of a school timetable plan in managing distractions enhance teachers' effective job performance in public senior secondary schools in Rivers State?

Hypotheses

The following null hypotheses were tested in the study at a 0.05 level of alpha. They were tested at a 0.05 level of significance.

1. There is no significant difference between the mean ratings of male and female principals on the extent to which the utilization of work rules in managing distractions enhances the teachers' effective job performance in public senior secondary schools in Rivers State.
2. There is no significant difference between the mean ratings of inexperienced and experienced principals on the extent to which the utilization of school timetable plans in managing distractions enhances teachers' effective job performance in public senior secondary schools in Rivers State.

Methodology

The study adopted an analytic descriptive design with a population of 298 public senior secondary schools in Rivers State. A sample size of 298 public senior secondary school principals was drawn from the 298 schools using the census and proportionate stratified sampling technique representing 95% of the entire population. The instrument used in the study was a 20-item questionnaire titled "Management of Distractions for Teachers' Effective Job Performance Questionnaire (MDTEJPQ)" developed by the researcher, was structured on a 4-point rating scale of Very High Extent (VHE) = 4 points, High Extent (HE) = 3 points, Low Extent (LE) = 2 points and Very Low Extent (VLE) = 1 point. The instrument was validated by experts in educational management and measurement and the reliability yielded an index of 0.71 for work rules and 0.80 for school timetable plans respectively. The reliability was ascertained using the Cronbach Alpha Formula. Mean and Standard deviation were used to answer the research questions while Z-test was used to

test the hypotheses at the 0.05 level of significance. 2.50 was used as the decision rule hence mean scores of 2.50 and above were considered to a high extent while mean scores lower than 2.50 were considered low extent.

Results and Discussions

Research Question 1: To what extent does the utilization of work rules in the management of distractions enhance teachers' effective job performance in public senior secondary schools in Rivers State?

Table 1: Mean and Standard Deviation on the Mean Ratings of Male and Female Principals on the Extent the Utilization of Work Rules in Managing Distractions enhances Teachers Effective Job Performance in Public Senior Secondary Schools in Rivers State.

S/N	ITEMS	\bar{x}_1	SD1	\bar{x}_2	SD2	$\bar{x}_1\bar{x}_2$	Rank	Remark
1	Work rule is used to manage distractions arising from interpersonal interaction in schools.	3.18	0.52	3.17	0.51	3.18	7 th	VHE
2	Work rules are both control and corrective tools used to present ethical and expected behaviours and to curb distractions arising from teachers and students loitering around the school.	3.23	0.55	3.23	0.54	3.23	4 th	VHE
3	Work rule is used to manage distractions arising from teachers' dressing and general expectations for work behaviour.	3.36	0.59	3.35	0.59	3.36	1 st	VHE
4	Work rules are used to get teachers and students directly involved during lesson delivery.	3.17	0.38	3.13	0.38	3.15	8 th	VHE
5	Work rules are used to manage distractions arising from unauthorized movement both for the teachers and the students.	3.18	0.38	3.17	0.38	3.18	7 th	VHE
6	Work rules are used to manage distractions arising from off-task behaviours to on-task behaviours.	3.12	0.33	3.12	0.32	3.20	6 th	VHE
7	Work rules can be used to establish order and engage teachers.	3.23	0.65	3.24	0.65	3.24	3 rd	VHE
8	Work rules are used to manage distractions arising from teachers' lateness to work.	3.16	0.85	3.11	0.86	3.14	9 th	VHE
9	Work rules can be used to achieve both the teacher's goal and desire and the school culture.	3.36	0.25	3.35	0.60	3.36	1 st	VHE
10	Work rules are used to manage distractions arising from teachers' engagement in the school.	3.11	0.58	3.11	0.59	3.11	10 th	VHE
		3.21	0.54	3.19	0.54	3.22	5 th	VHE

Scale of Measurement

0.00 – 0.99	Very Low Extent (VLE)
1.00 – 1.99	Low Extent (LE)
2.00 – 2.99	High Extent (HE)
3.00 – 4.00	Very High Extent (VHE)

Data in Table 1 show that, all the items (1 – 10) had mean ratings between 3.00 and 4.00 which shows that to a very high extent, the utilization of work rules in the management of distractions enhances teachers' effective job performance in public senior secondary schools in Rivers State. In summary, with an aggregate weighted mean of 3.22, within the range of 3.00 and 4.00 (very high extent), male and female principals responded that the utilization of work rules in managing distractions enhances teacher effective performance in public senior secondary schools in Rivers State to a very high extent.

Research Question 2: To what extent does the utilization of the school timetable plan in managing distractions enhance teachers' effective job performance in public senior secondary schools in Rivers State?

Table 2: Mean and Standard Deviation on the Mean Ratings of Inexperienced and Experienced Principals on the Extent of the Utilization of the School Timetable Plan in Managing Distraction Enhances Teachers Effective Job Performance in Public Senior Secondary Schools in Rivers State?

S/N	ITEMS	\bar{x}_1	SD1	\bar{x}_2	SD2	$\bar{x}_1\bar{x}_2$	Rank	Remark
11	Timetable plan is used to manage distractions that cause teachers to engage in off-task behaviour that wastes time and energy.	2.11	0.48	2.12	0.46	2.12	9 th	HE
12	A timetable plan is used to maintain an orderly classroom environment and avoid distractions arising from role conflicts.	2.10	0.47	2.12	0.47	2.11	10 th	HE
13	A timetable plan is used to manage distractions arising from daily work routines.	2.04	0.87	2.07	0.88	2.06	11 th	HE
14	Timetable plans are tools used to manage and control the activities and behaviour of teachers and students in the class during teaching and learning.	3.00	0.00	3.00	0.00	3.00	4 th	VHE
15	Timetable plans help prevent confusion and duplication of work and lessons.	3.35	0.58	3.36	0.58	3.36	2 nd	VHE
16	Timetable plan is used to manage instructional time to ensure that unplanned activities do not disrupt the implementation of planned activities.	3.95	0.42	2.93	0.40	3.44	1 st	VHE
17	Timetable plan is used to manage distractions arising from the allocation of subject periods.	2.94	0.53	2.94	0.54	2.94	7 th	HE
18	The use of a timetable plan enables the teacher to cover the lesson content within the given time frame.	3.00	0.34	3.00	0.34	3.00	4 th	VHE
19	A timetable plan is used in managing distractions arising from an inequitable workload.	2.99	0.59	3.00	0.60	3.00	4 th	VHE
20	A timetable plan is used for inculcating the habits of orderliness, punctuality and steadiness of purpose in both the teacher and the students.	3.05	0.29	3.05	0.22	3.05	3 rd	VHE
		2.75	0.46	2.76	0.45	2.80	8 th	

* The scale of measurement for Table 1 applies

Data in Table 2 show that items 11, 12, 13 and 17 had weighted mean ratings between 2.00 and 2.99 (High Extent) which shows that, inexperienced and experienced principals responded that, the utilization of the school timetable plan in managing distractions enhances teachers effective job performance in public senior secondary schools in Rivers State to a high extent.

Differently, items 14, 15, 16, 18, 19 and 20 had mean ratings between 3.00 and 4.00 (very high extent). However, in summary, with an aggregate of 2.00 and 2.99 (high extent), inexperienced and experienced principals responded that the utilization of the school timetable plan in managing distractions enhances teachers' effective job performance in public senior secondary schools in Rivers State to a high extent.

Hypothesis 1: There is no significant difference between the mean ratings of male and female principals on the extent to which the utilization of work rules in managing distraction enhances teachers' effective job performances in public senior secondary schools in Rivers State.

Table 3: Summary of t-test analysis of the Mean Ratings between Male and Female Principals on the extent to which the Utilization of Work Rule in Managing Distractions Enhances Teachers Effective Job Performance in Public Senior Secondary Schools in Rivers State.

Gender	N	Mean	Std. Deviation	Df	t-cal	Sig.	Alpha	Decision
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Male principals	166	32.13	2.92	268	.11	.91	.05	Not significant
Female principals	104	32.08	2.96					

Data in Table 7 present the summary of z-test analysis on the mean ratings of male and female principals on the extent to which the utilization of work rules in managing distractions enhances teachers' effective job performance in public senior secondary schools in Rivers State. The observed z-value, used in testing the hypothesis came out as 0.11, using 268 degrees of freedom at a 0.05 level of probability and a significant value of 0.91. At a significant value of 0.91, 0.05 level of probability and 268 degrees of freedom, the calculated z value of 0.11 is upheld because the significant value of 0.91 is greater than the alpha level of 0.05. Based on these observations, the researcher retained the null hypothesis that there is no significant difference between the mean ratings of male and female principals, on the extent to which the utilization of work rules in managing distractions enhances teachers' effective job performance in public senior secondary Schools in Rivers State.

Hypothesis 2: There is no significant difference between the mean ratings of inexperienced and experienced principals on the extent to which the utilization of the school timetable plan in managing distractions enhances teachers' effective job performance in public senior secondary schools in Rivers State.

Table 4: Summary of z-test analysis of the Mean Ratings between Inexperienced and Experienced Principals on the extent to which the Utilization of School Time Table Plan in Managing Distractions Enhances Teachers Effective Job Performance in Public Senior Secondary Schools in Rivers State.

Experience	N	Mean	Std. Deviation	Df	t-cal	Sig.	alpha	Decision
Inexperienced	122	27.5574	2.21210	268	.32	.75	.05	Not significant
Experienced	148	27.6419	2.18221					

The z-test calculated value used in testing the hypothesis came out as 0.31, using 268 degrees of freedom at 0.05 alpha level and a significant value of 0.75. At a significant value of 0.75, an alpha level of 0.05 and 268 degrees of freedom, the calculated value of 0.34 is upheld because the significant value of 0.75 is greater than the alpha value of 0.05. Hence, there is no significant difference between the respondents. Based on these observations, the researcher retained the null hypothesis that there is no significant difference between the mean ratings of inexperienced and experienced principals on the extent to which the utilization of the school timetable plan in managing distractions enhances teachers' effective job performance in public senior secondary schools in Rivers State.

Discussion of Findings

Extent of Utilization of Work Rule in Managing Distraction for Enhancing Teachers Performance in Public Senior Secondary Schools in Rivers State.

The first finding of the study is that the utilization of work rules in managing distraction enhances teachers' effective job performance in public senior secondary schools in Rivers State to a very high extent. This finding agrees with Ndeto (2018), Fekadu (2019) and Wang (2017). These scholars and researchers have impressive academic findings on the contributions of applications of work rules in the course of distraction management among personnel in organizations and how it enhances effective job performance. A possible explanation for this position may be in the fact that the respondents or principals have adopted and implemented work rules in managing distractions and found them to be effective by increasing teachers' effective job performance, hence, the direction of their responses.

Utilization of Time Table Plan in Managing Distractions for Enhancing Teacher Effective Performance in Public Senior Secondary Schools in Rivers State.

The second finding of the study is that the utilization of the school timetable plan in managing distraction enhances teachers' effective job performance in public senior secondary schools in Rivers State to a high extent. This finding is confirmatory of Oladipo and Oladejo (2018), Etor and Anam (2019), Okeke, Emunemu and Emunemu (2021), Uysal et al (2020) Joseph, Phylister and Ursulla (2021) and Ogunleye (2015). These scholars and researchers present impressive contributions to the efficacy of utilizing the school timetable plan in managing distractions for enhancing teachers' effective job performance in schools and the job performances of personnel of other organizations. A possible explanation for this finding may be linked to the fact that the respondents or subjects have tried the use of the timetable in personnel functionality in schools and found such to be effective in enhancing job performances.

Conclusion

The study has successfully examined the management of distractions for teachers' effective job performance in public senior secondary schools in the Rivers State of Nigeria. Based on the findings of the study, it was concluded that distraction management strategies such as utilization of work rules, and school timetable plans, amongst others are verifiable instrumentations of distraction management for enhancing teachers' effective job performance in public senior secondary schools in Rivers State.

Recommendations

Based on the findings and conclusion of the study, it was recommended that:

1. Principals of secondary schools and other categories of administrators should continue to adopt the use of work rules in managing distractions, as it helps enhance the performance of the teachers while also considering the use of other strategies.
2. Secondary school administrators should continue to ensure the utilization of the school timetable plan in the management of distractions teachers encounter in order to sustain the tempo of job performance enhancement.

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