

Principals' Time Management and School Effectiveness in Public Secondary Schools in Kwara State, Nigeria

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Keywords

time management, school effectiveness, principal's time control

Abstract

Principals' Time Management and School Effectiveness have a positive impact on public secondary schools in Kwara state, Nigeria. The study examines Principals' Time Management and School Effectiveness in Public Secondary Schools in Kwara State, Nigeria. A descriptive research design of correlation type was adopted for this study. The population of the study was made up of 15,416 teachers and 397 principals in all the 397 public secondary schools in the three senatorial districts that constitute Kwara State (Kwara Central, Kwara North and Kwara South) using a Research-Advisor sample size. The researcher instrument used was titled Principals' Time Management Questionnaire (PTMQ) and School Effectiveness Questionnaire (SEQ) was used to collect relevant data from the respondents. The data gathered were statistically analyzed using Mean, Standard Deviation and Pearson Product Moment Correlation (PPMC). The result obtained from the respondents revealed that time planning has a positive impact on schools 'effectiveness as most principals have adequate time planning for the teachers in the school to enhance their teaching roles in secondary schools in Kwara state, Nigeria. It was concluded that the principal time control, time planning, time evaluation and time utilization have a positive impact on school effectiveness in public secondary schools in Kwara state, Nigeria.

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INTRODUCTION

Time is one of the resources that a school administrator needs to manage effectively and efficiently to achieve the organizational predetermined goals. The school administrators also referred to as the school principals of secondary schools are responsible for the coordination of the activities of both the staff (teaching and non-teaching) and the students. However, the principal must be able to manage the time very well to accomplish the goals and the objectives for setting up the school. Similarly, what makes time different from other resources used in any organization or school setting is that it cannot be accumulated or stocked like the machines and the raw materials to be replaced like a man. Time is therefore irretrievable in our life circle. Time entails its effective management for the effectiveness of the whole education sector, be it basic, senior secondary or tertiary education.

Consequently, time management is very important for everyone, particularly in school organizations. Therefore, the ability to produce and follow a schedule, meet deadlines, prioritize and minimize distractions that may arise and ensure unimportant tasks are being neglected to ensure the accomplishment of target goals. Also, it includes managing time judiciously so that tasks and projects can be done effectively and efficiently within the time frame. It is on this ground that Bua (2016) in Ekwueme et al. (2018) affirmed that, time is a unique resource which cannot be rented, hired or bought and this was further stipulated that, time cannot be replaced and everything requires time. Based on this, it can be inferred that, in every activity, time is a valuable resource that must be adequately utilized to achieve a set goal and objective of the school system, particularly the secondary school system which is the focus of this study. However, it has been generally observed that some principals of secondary schools in Nigeria encountered common difficulties due to their inability to organize and plan their work properly.

Better time management can be achieved if goals have been set for future work. The value of time management lies in the fact that people have too many tasks to accomplish within a short time. It also brings about orderliness and enables one to be more productive and fulfilled. Without time management, the efficient and effective use of all resources will be impossible. Therefore, effective time management is a necessary tool for school effectiveness to be accomplished in secondary schools. School effectiveness according to this study refers to the extent to which secondary schools can accomplish their goals. It goes beyond students' academic performance but also, covers the administrative effectiveness of the principals in applying time management to carry out all the school activities to meet the target objectives.

Mullins (2005) affirmed that whatever the attributes or qualities of a successful school manager or the quality of subordinate staff, one most important underlying decisive factors is the effective use of time. Time management, therefore, stands as an effective tool necessary for school effectiveness towards realizing its goals and objectives coupled with other determining factors. Time management philosophy tends to x-ray the importance and appropriate utilization of time as a vital resource in accomplishing educational goals. Managing time appropriately leads to achieving results easily with limited resources. Consequently, to enhance school effectiveness in whatever its structure, human, technology or financial support, there is a need for efficient and effective time management procedures. Moreover, improving the quality of school activities in secondary school requires collaborative efforts of all members of staff of the school through adopting a good time management procedure. A time management plan enables the school principal to identify if using his or her time effectively and doing important activities with the highest energy levels to improve its effectiveness in the system. The principal's time management in the school is also important for effective inspection and supervision of school activities in bringing the much-needed quality. Effective time management on the part of the school head ensures unambiguous objectives, proactive planning, well-defined

priorities and actions; participatory and successful delegation of activities. Nevertheless, time is a continuum and all activities or roles performance depend on it whether voluntary or involuntary in avoiding conflicts.

Time management facilitates the symbolic relations between the school and society in the efficient and effective use of available school resources. Without this mutual relationship, the realization of school needs would be difficult, untimely and other resources wasted as the community may be starved of facilities and assistance required from them. Hence, the school's success is made easy or destroyed by the extension of relations and services timely or untimely from the wider society. Time management appropriately adopted by school administrators helps to improve the standard, save costs, remedy poor situations, lead to value and above all, harmonize organizational focus. Improving school administration requires time to provide all it takes to make a quality school (administrators, teaching and non-teaching staff, classrooms, libraries, desks, chairs, tables, environment and entire school plant management etc). It upholds the principle of a Just-in-Time approach in managing the school process for quality assurance at various levels of education. Improper use of time has been attributed to poor administrative styles by most administrators in handling organizational tasks.

Effective time management appears to be a major challenge most principals in secondary schools in Kwara state are facing today as there are lots of line-up duties and activities to be performed within a limited time. It has been generally observed that the most common difficulty encountered by some principals of secondary schools in the State is their inability to organize and plan their work properly and effectively. Therefore, time is unique in any particular time zone, place or organization. The difference in time is its allocation to activities according to one's priority. For example, 7.30 am is 7.30 am and 03.00 pm should be 03.00 pm anywhere and everywhere in Nigeria, to show time is consistence. If two persons want to start an activity at a particular place, they use the same time for the task. However, if they are at different locations their time for starting the job may differ. One important thing about time is its specificity. As one decides to commence an activity by say 07.30 am, another person may start by 07. 40am. The choice of an individual or group determines to a great extent the use of time in that particular situation. However, time is very useful for goal setting of activities and helps in crisis management which ensures activities are measurably, realistically and specifically carried out. There is an obvious need for an administrator or school head to be conscious of the value of time and there is a need to inculcate administrative and interpersonal skills to the attainment of the school's overall goal.

Therefore, the time management problems identified on the part of the school principal include improper management of the table, conflicts in the distribution of work, sleeping on duty, negative attitude to tasks, lack of motivation to tasks, sexual harassment, theft, quarrelling, malice, jealousy, envy, absenteeism, lateness, distance/location of school, engagement in untimely domestic chores and family background, etc. However, given the identified challenges arising as a result of ineffective time management procedures adopted by some school heads or principals at the secondary level of our education system, the researcher is therefore motivated to carry out this study to critically examine how principals' time management has imparted on school effectiveness in public Secondary Schools in Kwara State, Nigeria.

METHODS

The research design used for this study was a descriptive survey design. The total target population of the study was 9,579 respondents. Using the research advisor (2006), a sample size of 370 respondents was determined from the target population of 9,579 respondents. However, the

respondents for the study were selected school principals and teachers of all the sample public senior secondary schools in Kwara State. Also, a proportional sampling technique was used to select the number of respondents in the sample schools in each of the senatorial districts (Kwara Central-177; Kwara North-48 and Kwara South-145 respondents), while a simple random sampling technique was also used to select the sample senior secondary schools in each of the senatorial districts (Kwara Central-52; Kwara North-60 and Kwara South-120 schools) of Kwara State, Nigeria. The researcher's instrument used for this study was a self-structured questionnaire designed to elicit data from the respondents. The questionnaire was tagged "Principals' Time Management Questionnaire (PTMQ)" and "School Effectiveness Questionnaire (SEQ)". The questionnaire was designed on four (4) point Likert scale of Strongly Agree (SA-4), Agree (A-3), Disagree (D-2) and Strongly Disagree (SD-1). However, the questionnaire was also divided into 2 sections, section A displays the bio-data of the respondents, while section B were in two sub-sections containing 10 items making a total of 20 items. Each section was designed based on the sub-variables of the study; this was done to elicit the opinion of the respondents on the topic. The data collected was subjected to reliability analysis using a Cronbach Alpha and the reliability co-efficient score was determined thereafter. Data analysis was done using the Statistical Package of Social Sciences (SPSS) version 22.0. Descriptive statistics of frequency will be used to analyze the demographic data of the respondents while the inferential statistics of means and standard deviation will be used to answer the research questions raised for the study and the research hypotheses formulated for the study were tested using Pearson Product Moment Correlation (PPMC) at 0.05 significance level.

RESULT

Table 1 :

Distribution of Respondents by Status

Status	Frequency	Percentage (%)
Principals	47	12.7%
Teachers	323	87.3%
Total	370	100

Table 1. reveals that 47 (12.7%) out of 370 respondents were the principals who responded to the instrument, while 323 (87.3%) were the teachers. This implies that the majority of the respondents were teachers since they formed the larger group as regards the population of the study in public secondary schools in Kwara State, Nigeria.

Table 2:

Gender Distribution of the Respondents

Gender	Frequency	Percentage
Male	195	52.7%
Female	175	47.3%
Total	370	100 %

In Table 2, it was shown that 195 males representing (52.7%) and 175 representing (47.3%) were females who responded to the questionnaire administered. This shows that the male respondents were more represented in the study based on the percentage.

Table 3:

Distribution of Respondents by Year in Service

Years	Frequency	Percentage (%)
5-10 years	47	12.7
11-15 years	83	22.4
16-20 years	95	25.7
21-25 years	105	28.4
26 & above	40	10.8
Total	370	100

Table 3, it was shown that respondents between 5-10 years in service 47 (12.7%) responded to the instrument, while those between 11-15 years in service 83 (22.4%), 16-20 years in service were 95 (25.7%), 21-25 years in service were 105 (28.4%) and respondents between 26 years and above in service were 40 (10.8%). This shows that those between 21-25 years in service were more than the other categories of years of service.

Research Question 1: Does principals' time planning have an impact on school effectiveness in public Secondary Schools in Kwara State, Nigeria?

Table 4:

Impact of principals' time planning on school effectiveness in public secondary schools in Kwara State, Nigeria

S/N	Items	Mean	Standard Deviation	Decision
1.	The principal always set deadlines to ensure teachers cover their scheme of work within the time frame	3.22	0.51	High
2.	The principal provides timely information for teachers to enhance their teaching roles in the school.	3.24	0.55	High
3.	The principal ensures accurate allocation of lesson plans for each subject for coverage of all subjects.	3.33	0.59	High
4.	The principal usually evaluates teachers' use of instructional time for possible adjustment.	3.05	0.52	High
5.	The principal sometimes delegates instructional tasks to teachers for timely delivery.	3.21	0.59	High
6.	The principal ensures there is avoidance of delay in the preparation of the school timetable for doing something else.	3.11	0.59	High

7.	The principal limits the interruption of extra-curricular activities into instructional time	3.03	0.51	High
8.	The principal ensures extra-curricular activities do not affect the instructional task.	3.16	0.58	High
9.	The principal discourages unnecessary activities during school hours for effective instructional delivery among the teachers.	3.02	0.61	High
10.	The principal always discourages unscheduled visitors during school hours to ensure steady instructional delivery	3.22	0.56	High
Average Mean Scores		3.20		

As shown in Table 4, the mean values of all the 10 measurements of principals' time planning range from 3.02 to 3.33 with an average mean score of 3.20. This means that the principals' time planning has an impact on schools' effectiveness in public secondary schools in Kwara State.

Research Question 2: What is the impact of principals' time control on school effectiveness in public Secondary Schools in Kwara State, Nigeria?

Table 5:

Impact of principals' time control on school effectiveness in public Secondary Schools in Kwara State, Nigeria

S/N	Items	Mean	Standard Deviation	Decision
1.	The principal ensures a clear time limit for meetings and tasks of every activity in the school.	3.33	0.56	High
2.	The principal always set a time to begin every routine of the day in the school	3.22	0.56	High
3.	The principal makes an effective summary of major points and resolutions reached at the end of each meeting in the school	3.37	0.48	High
4.	The principal placed a time limit on unscheduled meetings with any visitors to the school	3.25	0.54	High
5.	The principal always communicates the meeting agenda and every other important task to concerned teachers before the scheduled time.	3.32	0.53	High
6.	The principal delegates authority and responsibility to the staff at the right time	3.11	0.59	High

7.	The principal always gives time to staff to express their opinions to the school management about their assigned task	3.26	0.51	High
8.	The principal delegates staff to duties at appropriate times according to their abilities to handle such in the school	3.06	0.49	High
9.	The principal provides the necessary time for resources and support to staff in the school	3.29	0.53	High
10.	The principal spends too much time on the entertainment of visitors which affects his supervisory role in the school	3.35	0.47	High
Average Mean Scores		3.26		

In Table 5, the mean values of all the 10 constructs of principals' time control range from a score of 3.02 and 3.37 with the average mean score of 3.26. This means that the principals' time control has a high impact on schools' effectiveness in public secondary schools in Kwara State.

Table 6:

Relationship between principals' time management and school effectiveness

Variables	N	Mean	SD	Df	t- value	Cal. r- value	Decision
Principals'	370						
		3.21	0.66				
Time Management				368			
					.075	.294	Ho
							Rejected
School Effectiveness	370	5.23	1.86				

In Table 6, the result of the hypothesis that there is no significant relationship between principals' time management and school effectiveness in public secondary schools in Kwara State, Nigeria was shown. The result of the analysis revealed that the calculated r. value of .294 is greater than the t-value of .075, hence the hypothesis was rejected. Therefore, there is a significant relationship between principals' time management and school effectiveness in public secondary schools in Kwara State, Nigeria.

DISCUSSION

The study examined the Principals' Time Management and Schools Effectiveness in public secondary schools in Kwara State, Nigeria. The variables investigated include: determining the impact of principals' time planning on school effectiveness in public secondary schools in Kwara State, Nigeria; examining the impact of principals' time control on school effectiveness in public Secondary Schools in Kwara State, Nigeria; accessing the level of principals' time utilization on school

effectiveness in public Secondary Schools in Kwara State, Nigeria; and determine the impact of principals' time evaluation on school effectiveness in public Secondary Schools in Kwara State, Nigeria.

In response to research hypothesis one (with question items 1-10), which stated that there is a significant relationship between principals' time planning and school effectiveness in public secondary schools in Kwara State, Nigeria. The result obtained from the respondents revealed that time planning has a positive impact on schools' effectiveness as most principals have adequate time planning for the teachers in the school to enhance their teaching roles in secondary schools in Kwara state, Nigeria. This is because the computed calculated r value of .562 is greater than the t value of .014 at a 0.05 level of significance. In support of this result, a study was conducted by Ekwueme et al. (2018) on principals' time management practices in the administration of secondary schools in Kano state, Nigeria. The study was conducted to examine the various ways principals allocate time for academic programmes in Kano State, to ascertain the ways proper time management can enhance curriculum coverage in secondary schools in Kano State and to determine the extent to which principals manage time in the conduct of examination in Kano State. The finding of the study showed that the aggregate mean and standard deviation scores of 3.39 and 0.95 respectively for principals indicate the ways principals allocate time for school programmes in Kano State which agree with the items of the instrument. Based on the findings of the study, it was concluded that principals' time management in the school system enhances the achievement of educational goals and objectives.

CONCLUSION

The effectiveness and efficiency of any institution depend largely on the quality of the school's administrator (the principal) and on how effectively he uses his time to accomplish the school's objectives. However, effective time planning by the principal of a school discourages unnecessary activities during school hours for effective learning outcomes. Also, it is the primary responsibility of the school principal to ensure the accurate allocation of lessons for each subject for coverage of all subjects in the schools in Kwara state. Moreover, effective devotion of time by the principal to organize schools' activities has therefore improved the school goal attainment. It was concluded that the principal time control, time planning, time evaluation and time utilization have a positive impact on school effectiveness in public secondary schools in Kwara state, Nigeria.

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Educational Psychology Journal 12 (2) (2023)

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