



---

## **Evaluation of Time Management Strategies' Impact in Kaduna State, Nigeria's: A Case Study of Public Senior Secondary Schools' Administration**

***Abdullahi Bashir Bawanallah***

Department of Educational Psychology, Federal College of Education, Zaria  
[ambashirbawanallah@gmail.com](mailto:ambashirbawanallah@gmail.com)

---

### **ABSTRACT**

*This study evaluated the application of time management strategies in the administration of public senior secondary schools in Kaduna State, Nigeria. The objectives were to assess the application of time allocation, organization of termly planned activities, appropriate scheduling, delegation of responsibilities, management of external time wasters, and supervision of school activities. A descriptive survey design was used, with a sample of 333 respondents including principals, teachers, and Ministry of Education officials selected through stratified random sampling. Data was collected using a structured questionnaire and analyzed using descriptive statistics and one-way ANOVA. The findings revealed that principals generally applied time management strategies effectively in areas such as allocating time for key activities, organizing termly plans, delegating responsibilities, and supervising school activities. However, some challenges were noted in managing external time wasters. The study recommends providing time management training for new teachers, structuring time for academic functions at the start of each term, delegating more duties to subordinates, creating strategies to make up for time lost to interruptions, and organizing leadership training programs on effective time management for principals. Implementing these recommendations could enhance administrative effectiveness and overall productivity in public senior secondary schools in Kaduna State.*

**KEYWORDS:** Evaluation; Time Management; Kaduna State; Nigeria; Public Senior Secondary Schools; Administration

---

### **Introduction**

At the optional degree of instruction, the principal is the CEO of the school who is liable for compelling administration of school assets for the realization of expressed objectives and targets. Time is a significant and irreversible theoretical asset accessible for human movement. Whatever accomplishment, and organic development of man is achieved with time. It is basic to each person, association and the general public at large. Accordingly, should be actually made due. Since time is consistently the main asset accessible, it should be taken advantage of proficiently.

Using time effectively is vital for everybody. It is the capacity to deliver and follow a timetable, comply with time constraints, focus on and limit interruptions and immaterial undertakings. It incorporates overseeing time admirably so that errands and ventures should be possible really and effectively. Obviously, time usage abilities are basically for successful individuals in the realm of work like school association or even everyday exercises. A great time director is an individual who can effectively oversee himself and every one of his exercises inside a period range specified for the errand. Subsequently, school heads administrative capacities expected to think about their time usage abilities. They may then, at that point, give accessible regulatory chance to prompt authoritative errands and capacity events. The core of using time effectively is focus on results and no ton being occupied. What's more, using time effectively has become one of the fundamental measures that are taken in distinguishing and evaluating the viability of organization and the board and their prosperity and when we discuss time, we mean self-administration.

Any proper exertion outfitted towards the acknowledgment of put forth objectives utilizing human, material and monetary assets is named organization. Organization can be a discipline worried about working with the achievement of objectives through efficient use of accessible human and material assets. School organization is characterized as the plan of human and material assets and developers accessible to instruction for the achievement of instructive targets. It holds that school organization includes a deliberate use of accessible human and material assets to executing instructive software engineers inside the rules of instructive polices to accomplish the objectives of training. Auxiliary school is the middle of the road level of instruction, which is an inescapable extension between the elementary school and higher establishment. It must be useful assuming there is viable and proficient administration of human and material assets accessible to it.

Moreover, managers can take advantage of their time by decreasing their time killers. Ajayi (2007) characterized a period killer as something that happens in the day that isn't important to the day or an action that consumes more than needed time. Akomolafe (2005) recorded the accompanying

as time killers: phone interferences, drop-in guests, discussion with partners, unscheduled gatherings among others. The principal is the main executive of the optional degree of training who ought to constantly release their obligations promptly for generally compelling organization.

### ***Statement of the problem***

The principal, as the school Executive, has liabilities to guarantee quality and ideal conveyance of instructive administrations. The fruitful accomplishment of objectives in auxiliary schools relies upon the capacity of the school director to oversee educational time and other restricted assets. Notwithstanding, Akinfolarin (2017) saw that there are instances of deficient extracurricular exercises, absence of inclusion of plan of work and powerlessness to meet school targets which might be expected of principals' and teachers' time squander during gatherings, unimportant gathering exercises, sporadic break time and unfortunate designation of obligations in optional schools.

Be that as it may, in open senior auxiliary schools in Kaduna State, there are instances of deficient extracurricular exercises, absence of inclusion of plan of work, and powerlessness to meet school targets which might be expected to principals' and teachers' time squander during gatherings, immaterial get-together exercises, sporadic break time and unfortunate appointment of obligations among others as seen by the specialist.

It has been seen that the most well-known hardships experienced by certain administrators of public senior optional schools in Kaduna State are their failures to coordinate school exercises and plan their work appropriately. It is entirely expected in public senior optional schools in Kaduna State to see directors having standing gatherings with individuals from staff consistently in the wake of morning get-togethers. This will generally burn through the teachers' time in taking care of the principal time frames. These administrators additionally burn through their own valuable time as there are a few other significant problems hanging tight for them in their workplaces. In Kaduna State public senior optional schools, it has likewise been noticed that a few chiefs take care of issues that ought to have been dealt with after their corporate hours. Such issues incorporate superfluous individual calls, burning through much time with drop-in guests, including in schedules and subtleties that ought to have been designated. Commenced on these issues, the review pointed toward deciding the utilization of time usage methodologies in the organization of Public senior optional schools in Kaduna State.

---

### **Objectives of the study**

The main objective of this study is to understand the extent of application of time management strategies to the administration public senior secondary schools in Kaduna State. Specifically, this study is sought to:

1. Understand the Application of Time Allocation to the Administration of Public Senior Secondary Schools in Kaduna State;
2. Recognize how the administration of public senior secondary schools in Kaduna State applies the organization of termly planned school activities;
3. Recognize how to apply the organization of termly planned school activities to the management of public senior secondary schools in Kaduna State;
4. Recognize how authority has been delegated to the administration of public senior secondary schools in Kaduna State;
5. Recognize How Time Wasters Are Managed in the Kaduna State Public Senior Secondary School Administration; and
6. Recognize How the Management of Public Senior Secondary Schools in Kaduna State Applies the Supervision of School Activities.

---

### **Literature Review**

#### **Meaning of Time**

One of the assets is time that an overseer needs to oversee productively to accomplish organizational objectives. The school chairman who organizes the exercises of staff and understudies should have the option to deal with his time very well to achieve the points and targets of the school. Notwithstanding, what makes time not quite the same as different assets utilized in an association is that it can't be collected or stored like machines, and unrefined components are supplanted like a man. Time is unrecoverable. All it involves is its viable administration for hierarchical achievement. The idea of time has been examined in different ways by many creators all through the ages. Plato expressed that time is the standard of request in nature's world, while Aristotle saw time as the most straightforward estimation of movement (Drucker, 1996). Furness (2006), saw time as the item that is unprejudiced to all in equivalent sums, costs nothing fiscally, and is totally at peoples' removal. He noticed that the fundamental contrast between individuals is the manner in which every individual purpose the time that is accessible. Recognizing that peoples' various purposes of time is essential, Weasel and Brayman (2006), focused on that the error the vast majority make is to trust that in the event that they work at a chaotic speed they can achieve more. In any case, surging individuals, reduce the nature of work as opposed to feeling achievement, they become confounded, disheartened, baffled and to top it all off, unresponsive.

Time usage, according to Adedeji (1998), could be made sense of inside the structure of making the best decision brilliantly in the working environment. For a powerful study hall, the executives and control, time usage abilities should be soaked up.

#### **Meaning of Management**

The management is in expansive understanding partitioned into promoting, business venture, the executives of money, creation, HR, and improvement, the board of data and organization frameworks, and the executives of financial regulations. Management is likewise characterized as the most common way of arranging, coordinating, and authority and controlling undertakings of all individuals in an association, involving all association assets to accomplish assigned points. (Ahmed, 2015). To the actual insistence of the management have contributed new information from the areas of science procedures and innovation we can likewise, through administration, interface and accommodate various capabilities, different expert abilities, efficiencies, and encounters. All previously mentioned will assist with understanding the normal goal - great aftereffects of association. Taylor is held to be the draftsman of contemporary administration (Staničić, 2006).

Oyedjeji (2007) argued that administration turns into a pivotal capability in each coordinated society, particularly when there are perplexing tasks to be performed and when it affected at least two individuals are involved. Nonetheless, Omebe (2014) imagines the board as an interaction worried about making, keeping up with, invigorating, controlling, and bringing together (officially and casually), coordinating human and material assets, and energies with a bound together framework, intended to achieve foreordained goals of the association. It involves; 1. Organizing and directing crafted by others recognizes regulatory situations from a non-managerial position.

2. Efficiency is getting the most result from the most number of contributions to request to limit asset costs. Productivity is frequently alluded to as "doing things right"
3. Effectiveness is finishing exercises so authoritative objectives are accomplished and is frequently portrayed as "doing the right things"

### ***Meaning of Time Management***

Using time effectively is vital for everybody. It is the capacity to create and follow a timetable, comply with time constraints, and focus on and limit interruptions and irrelevant errands. It incorporates overseeing time carefully so that errands and tasks should be possible really and productively. Akomolafe (2005) states that time usage abilities are basically for successful individuals. Prochaska-Signal, Preston, and Mahar (2007) likewise thought that time usage abilities require four essential advances: conclude what you need to achieve; decide on exercises to arrive at every objective; make a day-to-day „to-do „list; and put forth one’s boundaries consistently. As per (Allen, 2015), using time effectively is characterized by practices people follow to utilize their time. It likewise alludes to standards and frameworks that people use to settle on cognizant conclusions about the exercises that involve their time. Using time productively is the administration of our own exercises to ensure that they are achieved within the accessible or assigned time, which is an unmanageable ceaseless asset.

As per Olaniyi (1998), a great time supervisor is an individual who can productively oversee himself and every one of his exercises inside a period range. Akomolafe (2005) presented that school administrator’s administrative capacities ought to consider their time usage abilities. They ought to commit the accessible authoritative opportunities to quick regulatory undertakings and capacity events. The core of using time effectively is to focus on results and not on being occupied. Claessens, Van Eerde, Rute, and Roes (2007) characterized using time effectively as "conduct that targets accomplishing a successful utilization of time while playing out specific objective coordinated exercises. Powerful administration of time requires great methodologies and arranging of objectives should be accomplished. Supervisors ought to take on time usage techniques by defining objectives that are attainable, focusing on errands, appointing undertakings to subordinates, keeping away from pointless interferences and time-squandering exercises, keeping up with center-around assignments, and showing others how it’s done.

Balduf (2009) characterized using time productively as a demonstration cycle of planning arranging, coordinating, and controlling how much time is given for explicit exercises, and program undertakings to upgrade viability and proficiency in the association, such which will achieve successful objectives accomplishment of such association. The creator went further to express that compelling time usage in the educational system directs a high achievement rate in such a school. Additionally, Igun and Adegbeji (2009) recognized the time usage markers where people ought to dedicate their time allotment, and obligation to the errands, and use the opportunity for such undertakings before the time slips by. The regions have a compelling understanding of society, web abilities, tasks, tests, and logical abilities obtained to achieve powerful objectives accomplishment in the school association. Using time effectively is a technique for directors to increment work execution viability. Likewise, he characterized using time productively as a kind of conduct that separates individuals who get things done on time, stick to cutoff time, and invest little energy on their exercises from the people who are frequently late, pass cutoff time, invest a lot of time on their exercises and squander life on irrelevant issues (Claessens, Roe, Rutte, 2009). Furthermore, using time effectively is characterized as utilizing your opportunity to achieve given errands in a proficient and successful manner by utilizing devices and abilities to augment your efficiency (Hurley, 2011).

Using time productively as proposed by Achunine (2004) can be characterized as the powerful and proficient usage of a chief’s or an executive’s corporate opportunity to accomplish hierarchical and individual objectives. It includes recognizing undertakings to be performed, arranging and booking hierarchical exercises, focusing on such exercises, distributing time to the errands as per their level of significance in improving efficiency limiting interferences and frivolities, and managing routine undertakings so that the really significant undertakings could get due consideration. How a school head applies these procedures to the management of his agreement time will decide to a great extent the inclusion of the school’s curricular remedies for a given timeframe. It will likewise decide the school’s presentation in the inside and remotely set assessments, the discipline tone, and general execution in different areas of school organization. At the point when time is planned and fitting measure of time allotted to the exhibition of each as per their level of significance in accomplishing clear hierarchical objectives and simultaneously pruning time killers, one can be said to practice control of one’s corporate time.

### *Time Management Strategies*

Time usage technique is thought of as something contrary to disarray, unrest, disorder in life, absence of control and responsibility, acting as per activity and responses, the shortfall of vision, absence of masterful courses of action, and the shortfall of specialist's sense in the association towards the significance of time. As of late, time has turned into a serious component for chiefs at various levels, leaders, bosses, and secretaries (Ahmad, 2015). A time usage technique is basically as old as humankind ages. Right from the days of yore, everything had been invested with its own time, since there is an ideal opportunity to plant, time to live, time to kick the bucket, time to rest, time to wake, time to work, time to rest. In any case, assuming any of these times is botched, such may affect people. Bungled time prompts dissatisfaction and failure to get together with the future cultural norm and assumptions. The issues of using time productively are pertinent to individual school life in light of the fact that powerful time usage methodologies help viable organization marks of Auxiliary Schools like students' scholarly execution, local area administrations, record keeping, and Teacher's work execution. It ought to be noticed that viable time usage procedures are praiseworthy elements for compelling objectives accomplishment in the Organization of Optional Schools (Ngando, 2011).

Saeidian and Paktinat (2013) additionally saw that the time usage systems make mindfulness in a person on the accessible time distribution, the degree to which such time are used and focused on, and how far such time is really used before the time slip by. That's what the creators expressed in the event that the understudies or people didn't do what they should have done before the time slipped by, it might prompt a person's dissatisfaction and such people will fall behind their associates in all styles of life. In light of the assessment of the two creators over, the scientist reasoned that for chiefs to have regulatory adequacy upgraded, both the administrators and the staff need to stick stringently to utilization of time usage procedures, execute, use, and complete them towards improving authoritative viability in any educational system.

The food of principals' managerial viability and subjective auxiliary training relies to a great extent upon adherence to time usage systems which are designation time, association of school exercises, designation of obligations to educators and understudies, planning extra-curricular exercises among others. Since time is generally the main asset accessible, it should be taken advantage of productively. What's more, using time effectively has become one of the essential models that are taken in recognizing and evaluating the viability of an organization and the executives and their prosperity (Stiolov, 2012) as referred to in Ahmad (2015). The time usage technique is characterized as "the full acknowledgment of human expressions of utilizing time and the down-to-earth information on how putting it really to expand efficiency and person's presentation and accomplish the decided objectives" (AlAqeli, 2010). Lunenburg and Ornstein (2004) thought of time usage systems to empower directors to control time. Such procedures incorporate illustrating the needs and objectives and designating and controlling guests. Campbell, Nystrand, and Extensions (1971) on the utilization and maltreatment of time say; it's exceptionally simple to be extremely in the middle of doing some unacceptable things. Administrators who are never-endingly attempting to beat the clock are rarely the best and it ought to be perceived that simply believing is the greatest purposes of time. A few directors are constantly seen accomplishing something pressing. Frequently criticalness has emerged on the grounds that they have neglected to consider ahead of time or act prior and they end up on the treadmill of emergency executives. Chiefs will frequently find them doing things that they could and ought to have designated if they could definitely stand out prior however at that point they were excessively occupied with the last emergency.

Campbell, Nystrand, and Extensions (1971) on laying out needs proceed to say, that in deciding how we utilize our time we ought to be clear about our needs and relate our exercises to these. We ought to perceive that there are various types of needs and the various classifications must be made in an unexpected way. The basic differentiation between what is critical and what is significant is. It could be well that in time succession we need to manage the critical before the significant yet we should not be tricked into the snare of being up to speed in the earnest to the prohibition of the significant; with legitimate preparation, chiefs ought to distribute a timeframe to the significant. Inside the Important class we really want to think regarding the long haul and the present moment with every one of the quick prospects. In the event that a need is a long haul, we want to survey the momentary ramifications and set out the middle advances. The dire can be assigned and maybe thereby propelling and creating one of the individuals from staff.

Kanar (1998), in capitalizing on your time says time is an asset you can figure out how to make due. By assuming command over your time now, you will lay out effective work propensities that lead to progress in schools and vocation. Your insight into decisive reasoning and study abilities gives admittance to the techniques on the most proficient method to oversee time as opposed to allowing time to oversee you. Fox and Schwartz (1965) say that directors express that one of their most noteworthy issues is setting aside the opportunity to deal with the capabilities and subtleties of which they are mindful. On the off chance that we are to find true success as administrators as well as individuals, we should figure out how to deal with that most abnormal of all wares. For legitimate schedule openings, directors ought to know how to invest their energy and not how they want to invest their time. Chiefs ought to make time work for them by dissecting their time, arranging their time, laying out boundaries and balances, appointing, focusing on the main issue, and dead covering. The need might arise to dissect, plan, put forth boundaries, represent, and focus regardless of completion on time.

Hugo (1965), as referred to in Ngando (2011), underscored that to dissect your time you should have an action log, and plan your time by orchestrating it in such a way that as a key have the opportunity to design. Chiefs should figure out how to lay out boundaries. The "Must things should be designated or centered. Ought to" Needs are significant to crafted by the day or plan to future. "Confident" Needs are the numerous things that can be dealt with as far as possible.

"Deadlining" Reasonable cutoff times will empower you to complete most tasks sooner and with less sitting around idly. Chiefs ought to define sensible objectives on the grounds that impossible objectives lead to dissatisfaction and dismissal of the gamble.

### ***Time Management Strategies for Secondary School Administrators***

As per Chapman and Rupured (2008), Time is very useful for school overseers; subsequently, a significant component of utilizing and dealing with time is the procedures he utilizes. Concerning the utilization of viable techniques that are useful in using time effectively, six out of ten systems for better using time effectively characterized by Sue and Michael will be our concentration.

1. Organization of Termly Arranged School Exercises: The greater part of school directors find it challenging to coordinate termly arranged school exercises thus, figure out that disruption of all arranged school exercises results in unfortunate time usage which might influence and prompt time killer in school organization. In any case, a master in the field of school organization suggests that all bunches ought to be defeated first by the association of school exercises prior to making some other stride.
2. Appropriate Timetable of school Exercises: This ability includes the school overseer in making a stock of explicit exercises which would prompt the acknowledgment of the long and momentary school objectives. Objective setting and ensuing systems created to accomplish those objectives are the way to invest energy gainfully. For instance; (I) School objectives: To give greater security to the school property.

Exercises:

- (a) Building walls
  - (b) Providing robbery evidence for windows and entryway
  - (c) Hiring security men.
- (ii) School objectives: Including the local area all the more intently in school undertakings.

Exercises:

- (a) Arranging PTA gatherings
  - (b) Arranging Old Boys" Discussion
  - (c) Arranging school's Day
  - (d) Arranging the school's social/social day exercises.
- (iii) School objectives: Presenting science program for the school.

Exercises:

- (a) Recruiting science educators
- (b) Procurement of science educational materials (c) Creating science educational programs/research facilities.

Achunine (2004) states that it is prudent to keep a "what should be done" rundown or draw up an individual time outline on an everyday and week-by-week basis. The diagram passes initially what he is generally anticipated to do and how he anticipates that he should accomplish outlined objectives and targets.

### ***Advantage Aftereffects of Time-Usage Methodologies***

1. It assists with assuming command over numerous parts of your life.
2. It increments efficiency.
3. Time administration causes you to turn out to be more coordinated.
4. It assists you with profiting from time successfully.
5. Time administration additionally assists you with acquiring time for yourself to unwind and do the things you appreciate doing.

### ***Why are School Chairmen Publicity the Principal Disappointment?***

As per (Eruteyan, 2008), some school executives flop in dealing with their time because of the following:

1. Reactive Method of Working: Some school heads are just worried about what's going on at present in their schools. They don't get some margin to act on occasions that come to their direction rather they respond and continue to whine.
2. Failure to think accurately prior to acting, making a move without earlier right reasoning is a reason for time usage disappointment. A few overseers appear to be not to put stock in or find it hard to try. They don't think about the 10/90 rule of successfully using time effectively, which saves 90% of your time and endeavors because of 10% in arranging and thinking.

3. Failure to obtain new abilities, information, and capacities: A few executives neglect to refresh themselves as far as going to courses and studios that will expand their points of view rather they believe they know all things and don't should be refreshed.
4. Procrastination on hard testing Position: A few chairmen embrace hesitation on hard testing exercises. Rather than getting everything rolling on them, they stubbornly decline to chip away at these assignments. The most damaging part of this approach is that such hard-testing positions are not in the base 80% but rather in the top 20% of occupations that enhance the managers' work.
5. Others: Different purposes behind time usage disappointment by chiefs incorporates unfortunate group building, refusal to unwind, unfortunate innovativeness, unfortunate fearlessness, failure to set a favorable workspace, and so on.

#### A few Factors that influence Time-Usage Systems

1. Management Load up Part's view towards Using time productively: The perspective on administration load up individuals towards time influences the time usage process in the school organization. In the event that load-up individuals are keen on time, this will decidedly influence the use of time effectively by school overseers. Load-up individuals' advantage towards time is shown by their capacity to control their time, give it to school overseers, and try not to sit around idly This is brought about by inviting guests to an extreme, going to numerous gatherings, calls, and others (Al-Hour, 2006).
2. Training on Using time productively: Preparing is viewed as a fundamental component that influences the capability of school overseers to successfully deal with their time. School director who gets instructional classes in using time productively has better execution. These instructional classes incorporate how to oversee time while settling on correspondence decisions, going to gatherings, arranging, and other (Al-Hour, 2006).
3. Pressures of work: People face many tensions because of a few circumstances that might be inward or outside. These tensions cause interference and awful mental affection for school managers. Consequently, they can't confront current circumstances precisely (AlAdayla, 1999). Work pressure causes the person to be concerned, hindered, and responded to. This influences his work obligations, his relations with staff, and his well-being. Intelligent people say that it can't build execution and efficiency without taking out tension on laborers or possibly diminishing it (Al-Ghazawi, 2012). There is a negative connection between the ability to use time productively and work pressure. Consequently, as tension builds, abilities of time usage declines (Al-Bahoth, 2013).
4. Self-Administration: Self-administration and time are overseen by overseeing ourselves (Stiolov, 2012) as referred to in Ahmad (2015). Peter Drucker says "Time usage implies self-administration and the compelling school executives are the individuals who shift focus over to their time prior to starting any authoritative work. In this manner, who can't deal with his time can't oversee himself. Self-administration implies the singular's capacity to contribute his abilities, considerations, and sentiments to accomplish his objectives actually (Syfert, 2007).
5. Technological turn of events: It's no mysterious that innovation can assist with keeping school executives on task and further develop their time usage abilities, envision the time allotment it used to take to send a warning to staff by means of updates, versus the now-moment delight of email. In any case, as endeavor to reveal the significance of innovation on using time effectively, likewise, look at ways of ensuring the innovation doesn't impede you. For instance, utilizing desk work; envision the hills of paper that used to litter the workplaces of school chairmen, papers, and virtually every other data.

---

## Research Methodology

### Research Design

The project work would be completed utilizing the descriptive survey design. This exploration configuration was viewed as suitable on the grounds that the review is a little gathering viewed as a portrayal of the whole populace. The decision of configuration was educated by the work regarding Yabo (2007) who expressed that unmistakable overview configuration is worried about finding, portraying and deciphering a current peculiarity, condition or connection between or among individuals or things viewed as illustrative of the whole gathering. To gather the information, the specialist chose to utilize this strategy in light of the fact that main a piece of the populace was considered and discoveries from this can be summed up to the whole populace. The way to deal with be utilized is what Nworgu (1991) portrayed as an example study in which an example information in overview research is normally gathered through survey

### Population of the Study

The population in this study comprised all the principals, Ministry of Education Officials (MOE) and teachers. Therefore, the population was made up of 2,022 teachers, 359 principals, and 246 MOE officials; making a total of 2,627 respondents. The breakdown of the population of secondary schools in each senatorial zone is shown in table 1.

**Table 1: Population of the Study**

| S/N   | Senatorial | Schools | Principals | Teachers | MOE Officials | Total |
|-------|------------|---------|------------|----------|---------------|-------|
| Zones |            |         |            |          |               |       |

|   |                   |     |              |     |         |
|---|-------------------|-----|--------------|-----|---------|
| 1 | Kaduna Central    | 54  | 54           | 374 | 56484   |
| 2 | Kaduna North      | 164 | 164          | 965 | 1031232 |
| 3 | Kaduna South      | 141 | 141          | 683 | 87911   |
|   | <b>Total</b>      |     | <b>2,627</b> |     |         |
|   | <b>Population</b> |     |              |     |         |

*Source: Data from Kaduna State Ministry of Education (2023)*

There are three (3) Senatorial Zones in Kaduna State, i.e. Kaduna Central Senatorial Zone, which has 54 principals, 374 teachers and 56 MOE officials, Kaduna North Senatorial Zone, has 164 principals, 965 teachers, and 103 MOE officials and Kaduna South Senatorial Zone with 141 principals, 683 teachers and 87 MOE officials which constitutes the population of the study. This brings the total population of the study to 2,627.

### Sample and Sampling Techniques

Since the population under study is relatively high, the researchers would use a portion of the population called sample, for investigation. Simple random sampling technique would be adopted for the purpose of the study but to ensure adequate representation of the respondents, the cluster sampling technique was derived from the strata. A purposive method would be also adopted to ensure the sample size in the case of teachers, principals and Ministry of Education Officials (MOE). For the purpose of this research, Research Advisors (2006) at 0.05 Confidence Level would be used to ensure the sample size. The total sample size for the study would be 46 principals, 256 teachers and 31 MOE officials, making a total of 333 respondents that would be used for this study as shown in table 2.

**Table 2: Sample of the Study**

| S/N          | Senatorial Zones    | Schools | Principals | Teachers | MOE | Officials  |
|--------------|---------------------|---------|------------|----------|-----|------------|
| <b>Total</b> |                     |         |            |          |     |            |
| 1            | Kaduna Central      | 9       | 9          | 47       | 7   | 63         |
| 2            | Kaduna North        | 21      | 21         | 126      | 15  | 162        |
| 3            | Kaduna South        | 16      | 16         | 83       | 9   | 108        |
|              | <b>Total Sample</b> |         |            |          |     | <b>333</b> |

The study used proportionate sampling technique to determine the number of principals, teachers and MOE officials required per Senatorial Zone. The total sample size for Kaduna Central Senatorial Zone is 63 respondents while Kaduna North Senatorial Zone has 162 respondents and Kaduna South Senatorial Zone has 108 respondents which brings the total sample size to 333 respondents.

### Instrumentation

The instrument for data collection would be structured questionnaire designed by the researchers. The instrument consists of seven sections; A- F, 5-point Likert type scale consisting of 1-10 items each was design to measure the Time-Management Techniques for Public Senior Secondary School Administration.

**Section A:** focuses on Time management practices are used at Kaduna State's public senior secondary schools.

**Section B:** focuses on application of Administration of public senior secondary schools in Kaduna State oversees the organization of termly planned school activities.

**Section C:** deals with application of appropriate time schedule to the administration of public senior secondary schools in Kaduna State.

**Section D:** has to do with application of delegation of responsibilities to the Kaduna State's public senior secondary school administration.

**Section E:** the administration of public senior secondary schools in Kaduna State is examined in relation to the use of external management time wasters.

**Section F:** focuses on the administration of public senior secondary schools in Kaduna State has implemented the surveillance of school activities.

Each item of the sub-variables of Time Management Strategies had 5 response options ranging from Strongly Agree (SA), Agree (A), Undecided (U), to Disagree (D) and Strongly Disagree (SD). The respondents were required to tick one of the 5 response options against an item to indicate the extent of their agreement or disagreement with the item.

### Validity of the Instrument

The type of validity to be employed for the instrument would be content and structural. The validity would be determined by giving to the experts in the college to make meaningful comments and observations. The items were restructured in line with the objectives and hypotheses. Kerlinger (1986) and Gay (1976) both hold the view that, the validation of the content of the research instruments by experts is an important and acceptable technique.

### Pilot Test

In order to establish the reliability of the instrument, pilot test would be carried out in Kano State secondary schools. The main purpose of the pilot study is to test the adequacy and suitability of the instrument in measuring what it is supposed to measure and to ascertain any difficulty that the researchers may encounter when carrying out the main study.

### Reliability of the Instrument

The reliability of the instruments would be tested using the split half method. According to Wimmer and Dominick (1989:231) this method involves the summing up of the scores on the odd and even items on the questionnaires separately. A correlation coefficient ( $r$ ) of 0.71 would be obtained by applying the Pearson product moment correlation coefficient (PPMC) formula. This will show that the instrument is reliable.

### Procedure for Data Collection

A letter of introduction would be collected from the college introducing the researchers in order to obtain permission to administer their questionnaire to the respondents. In Kaduna State, the researchers would deliver the questionnaires to the senior secondary public schools individually. The researchers and research assistants distributed the copies of questionnaires to the respondents individually and then collected them back after the completion.

### Method of Data Analysis

The data collected would be presented in tables, frequencies and percentages to summarize the responses on personal background of the subjects. The Statistical Package for Social Sciences (SPSS) was used to analyze the data obtained from the questionnaires and to generate the frequency and percentage of the scores. The six hypotheses were examined to determine the mean difference using One Way Analysis of Variance (ANOVA). Descriptive statistics of frequency count and percentages would be used for research questions.

### Discussions of the Findings

The purpose of this study was to apply time management techniques to the management of public senior secondary schools in Nigeria's Kaduna State. Its objectives were to assess application of appropriate schedule of school activities to the administration of public senior secondary schools, assess the application of time allocation to the administration of public senior secondary schools, assess application of organization of termly planned school activities to the administration of public senior secondary schools, assess the application of delegation of responsibilities to the administration of public senior secondary schools, assess the application of management of external time wasters to the administration of public senior secondary schools and assess the application of supervision of school activities to the administration of public senior secondary schools in Kaduna state Nigeria. (6) Hypotheses were tested using one-way analysis of variance (ANOVA) at 0.05 level of significance. Hypothesis is rejected if the  $p$ -value is less than the level of significance set by the study and is retained when the  $p$ -value is greater than the level of significance set by the study.

1. In response to research question one which sought the application of time allocation to the administration of public senior secondary schools in Kaduna State, responses of all respondents were collected, analyzed and discussed. Going by the respondents' opinions on items 1 to 10 where no respondent had less than 65.2% in respect of disagreement, it is evident that there was a positive perception from the opinions of principals, teachers, and Ministry of Education Officials (MOE) on application of time allocation to the administration of public senior secondary schools in Kaduna State, Nigeria. It is believed that, unscheduled time visit of officials from the Ministry of Education often disrupts principals' administrative activities in the school, principals devoted enough time to scheduled activities that helped them to build professional reputation in the school appropriately, principals devoted time to supervision of delegated duties to the teachers in the school and principals devoted time to hold Parents-

Teachers' Association (PTA) meeting in the school regularly. The result shows they are affirmative. This is because the computed  $p$ -value is .064 which is higher than that of 0.05 level of significance. The hypothesis leading to this finding is retained of which the  $p$ -value is .064 which is higher than 0.05 level of significant.

This could be compared to the study conducted by Akomolafe and Oluwatimihin (2013) titled "Principals' Time Management in Secondary Schools in Ondo State, Nigeria" This study examined principals' time management in secondary school in Ondo State. The finding showed that principals' time management was adequate and that they spent their time doing worthwhile assignments. The study revealed that students' enrolment and location of schools were not important in time management skills of the principals with  $p$ -value 0.062 which is above 0.05 set for the significant level. The finding also correlated with Grissom et al., (2015). The emergence of accountability systems that require principals to invest a considerable amount of time in teacher observation and evaluation imposes further constraints on principals' time.

2. In response to research question two which sought the application of organization of termly planned school activities to the administration of public senior secondary schools in Kaduna State, responses of all respondents were collected, analyzed and discussed. Going by the respondents' opinions on items 11 to 20 where no respondent had less than 65.6% in respect of disagreement, it is evident that there was a positive perception from the opinions of principals, teachers, and Ministry of Education Officials (MOE) on application of organization of termly planned school activities to the administration of public senior secondary schools in Kaduna State, Nigeria. It is believed that, most principals organized time allocated to different school activities like academic activities, extra-curricular activities and internal examinations



in their various schools, effective organization of school activities has helps to cost time for total events planned in the schools. Also, effective organization of school activities helped to pressing events to be identified in most secondary schools in Kaduna State. The result shows they are affirmative.

It was revealed that effective organization of school activities helps the principals to coordinate all events in the public senior secondary schools in Kaduna State. This is because the computed p.value is .078 which is higher than that of 0.05 level of significance. This could be compared to the study conducted by Akinyemi (2017) titled "Time allocation in communities of practice: An approach to improve high school teachers' ongoing professional development". The purpose of the study was to examine how communities of practice allocate time in order to support continuing professional teachers. " development in selected high schools. According to the report, there is not enough time set aside for communities of practice, which prevents instructors from having the chance to grow as a team. The finding also correlated with Edwards (2002) are of the view that a lot of maintenance functions and students' personnel matters should be delegated to the vice principals, guidance counselors and class masters.

3. In response to research question three which sought the application of appropriate schedule of school activities to the administration of public senior secondary schools in Kaduna State, responses of all respondents were collected, analyzed and discussed. Going by the respondents' opinions on items 21 to 30 where no respondent had less than 67.2% in respect of disagreement, it is evident that there was a positive perception from the opinions of principals, teachers, and Ministry of Education Officials (MOE) on application of appropriate schedule of school activities to the administration of public senior secondary schools in Kaduna State, Nigeria. It is believed that, most principals devoted time to schedule co-curricular activities appropriately in this school, appropriate schedule of school activities helps the principals to avoid conflict among major actors carrying out school activities and ensure each task is fully accomplished as p actors participating in classroom exercises and making sure each planned. Also, appropriate schedule of school activities by principals helps to improve standard, save costs, remedy poor situations and above all, harmonizes school administration focus in most secondary schools in Kaduna State. The result shows they are affirmative.

It was revealed that principals ensure there is proper schedule of activities for meeting and tasks of every activity in the school. Also, principals spend appropriate time to counsel students who have special problems in the schools. This is because the computed p.value is .089 which is higher than that of 0.05 level of significance. This could be compared to the study conducted by Obasi (2018) titled "Administrative strategies of public secondary school principals for enhanced teachers' commitment in Delta state". The study examined the administrative strategies used by public secondary school principals for promoting teachers' commitment in Delta State. According to the report, there is not enough time set aside for communities of practice, which prevents instructors from having the chance to grow as a team.

Findings of the study revealed among others certain administrative strategies employed by principals for promoting teachers' commitment. It was further found that the secondary school principals did not effectively employ majority of the investigated administrative strategies in order to promote teachers' commitment. This was supported by According to Shirley (2008), better time management can be achieved if goals have been set and then all future work is prioritized based on how it moves the individual or institution towards meeting the goals.. People have too many things they need to do but not enough time for the things they want to do, which is why time management is important. Time management helps identify needs and wants in terms of their importance and matches them with time and other resources (Joshua, 2008) Effective time management promotes orderliness and increases productivity and fulfillment.

Also, Hammock and Owing in Nwaogu (1980) who stated that supervision attempts to look into the organization of learning programmes, the grouping of pupils, method of evaluating, reporting and determining pupil's progress, the content of the curriculum, the teaching methods, the philosophy and practicing of discipline, the time schedule, place and procedure of staff meetings, procedures used in parents' conference, the study and use of the community resources. All these are evaluated and thoroughly discussed in the attempt to improve the learning and growing of the students.

4. In response to research question four which sought the application of delegation of responsibilities to the administration of public senior secondary schools in Kaduna State, responses of all respondents were collected, analyzed and discussed. Going by the respondents' opinions on items 31 to 40 where no respondent had less than 68.8% in respect of disagreement, it is evident that there was a positive perception from the opinions of principals, teachers, and Ministry of Education Officials (MOE) on application of delegation of responsibilities to the administration of public senior secondary schools in Kaduna State, Nigeria. It is believed that, most principals provide necessary time for authority, resources and support to staff when task is delegated, principals assign responsibilities to those he/she has confident and trust in their ability of doing the job and ensure each task is fully accomplished as planned. Also, Principals create accountability, meaning that teachers must be answerable for the tasks which they are authorized to carry out in the school and principals communicate to the teachers the task which is to be performed and a time limit is informed in most secondary schools in Kaduna State. The result shows they are affirmative.

It was revealed that principals provide necessary time for authority, resources and support to staff when task is delegated. This is because the computed p.value is .071 which is higher than that of 0.05 level of significance. This could be compared to the study conducted by

Morake (2012) titled "The Effectiveness of Delegation as a Process in Primary Schools in South Central Region of Botswana" The study investigated the effectiveness of delegation as a management process in primary schools. Major findings of the study revealed that there is usually delegation of tasks to subordinates. School administrators and their staff members split the burden. In response to research question five which sought the application of management of external time wasters to the administration of public senior secondary schools in Kaduna State, responses of all respondents were collected, analyzed and discussed. Going by the respondents' opinions on items 41 to 50 where no respondent had less than 56.3% in respect of disagreement, it is evident that there was a positive perception from the opinions of principals, teachers, and Ministry of Education Officials (MOE) on application of management of external time wasters to the administration of public senior secondary schools in Kaduna State, Nigeria. It is believed that,

most principals in the state were contracted to spend their core time usefully towards the achievement of organizational goals, principals plan and allocate proper place for effective use of time on school activities. Also, principals ensure that time is not spent on gossips and unofficial conversations that could lead to time wasting in the school in most secondary schools in Kaduna State.

It was revealed that most principals in public senior secondary schools in Kaduna State pay more attention to more important routine matters in their schools. This is because the computed p.value is .000 which is less than that of 0.05 level of significance. This could be compared to the study conducted by Khan (2017) a study titled "Teacher's Classroom Time Management Strategies at Secondary School level". Furthermore, it was discovered that, when it came to classroom time management strategies, public school teachers outperformed private school teachers, male teachers outperformed female teachers, urban teachers outperformed rural school teachers, and science teachers outperformed art teachers. This was supported by Killian and Sexton (1999) maintained that it is very important to allocate large quality time at a stretch to programmes of importance instead of allocating bits of time stretched out for a long period to the same function.

5. In response to research question six which sought the application of supervision of school activities to the administration of public senior secondary schools in Kaduna State, responses of all respondents were collected, analyzed and discussed. Going by the respondents' opinions on items 51 to 60 where no respondent had less than 78.1% in respect of disagreement, it is evident that there was a positive perception from the opinions of principals, teachers, and Ministry of Education Officials (MOE) on application of internal supervision of school activities to the administration of public senior secondary schools in Kaduna state, Nigeria. It is believed that, most principals supervise every teacher "activity in the school; principals devote time to evaluate students" performance at the end of every examination. Also, Officials of Ministry of Education supervise teachers' task performance in the school and officials of Ministry of Education devote time to pay unaware visit in order to supervise teachers during the external and internal examination period in most secondary schools in Kaduna State. The result shows they are affirmative.

It was revealed that principals follow up on the responsibilities delegated to the staff to ensure that the desired objectives are achieved. Also, most principals devote enough time to supervise teacher's performance on various subjects in the public senior secondary schools in Kaduna State. This could be compared to the study conducted by Ikegbusi and Eziamaka (2016) examined the impact of supervision of instruction on teacher effectiveness in secondary schools in Enugu state. The study was directed by two research questions, and one null hypothesis was examined at the 0.05 level of significance. A comparative survey research design was used in the study. The study's findings show that teacher effectiveness in secondary schools is positively impacted by both internal and external oversight of instruction. Based on the findings of the study, some recommendations were made of which one of them is that there should be constant sponsored workshops and seminars for both the supervisors and teachers separately to enable them become skillful on the expectations of the supervision of instruction in secondary schools.

---

## Recommendations

In light of the results, the investigation suggested that:

1. Time management should be part of training course given to the newly employed secondary school teachers. The integration of such time management course will acquaint the teachers with all time management tools, techniques and skills. Acquired knowledge will surely reduce all the time management militating factors and individuals will be able to work towards enhancing goals achievement at the right time;
2. Principals should see time management strategies as important tools for scheduling every school activity appropriately at the beginning of every session to enhance institutional productivity. However, they should structure time for every academic function before the beginning of every term and as well assign time to academic activities using time-table;
3. Principals should delegate more duties to subordinate staff in ensuring that there is existence of functioning departments, consideration of expertise in delegation of duties and giving positions of responsibility to subordinate staff. There is need for in-service training for both school management team and teachers. This will prevent a teacher who is an expert in a given subject or activity from being transferred or absorbed;
4. Principals should create more hours to make up wasted time while attending to drop-in visitors in the school if it cannot be avoided. Also, principals need to spend his/her core time usefully on important activities of the towards the achievement of educational set goals; and
5. Kaduna State government in collaboration with the Post Primary Education Board (PPEB) should constantly organize leadership training programmes for principals to equip them with the necessary skills that can enable them to employ effective time management strategies that would enhance teachers' commitment in their schools. The secondary school principals should employ various instructional supervision strategies that will promote teachers' commitment for effective instructional delivery in schools. There should be also constant sponsored workshops and seminars for both the principals and teachers separately to enable them become skilled on the expectations of the supervision of instruction in secondary schools.

## ACKNOWLEDGEMENT

This project/article was sponsored by Tertiary Education Trust Fund (TETFUND) Federal Republic of Nigeria. It was financially supported by IBR TETFund Research Projects (Batch-10, 2024)

---

**References**


---

- Achenta, J. A. & Omoregie, E. O. (2005). *Fundamentals of education management*.
- Achunine, R. N. (2004). *Management of Administration of Secondary School Education*, Owerri; Totan Publishers.
- Ackerman, D., & Gross, B. L. (2005). My instructor made me do it: Task characteristics of procrastination. *Journal of Marketing Education*, 27(5), 5-13.
- Adebayo, F. A., & Omojola, I. (2012). Influence of Time Management on Administrative Effectiveness in higher institutions in Ekiti State, Nigeria. *International Journal of Educational Research and Technology*, 3(1), 52-60.
- Adedeji, S. O. (1998). *The Relationship between Resource utilization and Academic performance in vocational education in Osun State Secondary Schools*, Unpublished Ph.D. Thesis; University of Ibadan, Ibadan.
- Adejo, A. (2012). "Effective time management for high performance in organizations", Seinäjoki University of Applied Sciences.
- Agabi, O. G. (1991). *Introducing Educational Planning*. Port Harcourt: International Centre for Educational Services.
- Agboola, A.E. (2013). Time Management Skills: Essential tools for institutional goals achievement in Oyo State. *Educational Review* 3(3) 42-50.
- Agih, A. A. (2015). Effective School Management and Supervision: Imperative for Quality Education Service Delivery; an International Multidisciplinary Journal, Ethiopia Vol. 9(3), Serial No. 38, July, 2015:62-74; ISSN 1994-9057 (Print) ISSN 2070-0083 (Online).
- Ahmed, W. A. (2015). *The Impact of Implementing Time Management Strategies on Achieving Operational Plans (An applied study on the General Personnel Council Staff in Gaza Strip)*, published M. Ed Thesis, Islamic University, Gaza.
- Ajayi, I. A. (2007). *Issues in school management*. Lagos: Bolabay Publications.
- Akinfolarin, A.V. (2017). Time Management Strategies as a Panacea for Principals' Administrative Effectiveness in Secondary Schools in Enugu State, Nigeria, *Journal for Studies in Management and Planning*; ISSN: 2395-0463.
- Akomolafe, C. O, (2005). Principal's time management abilities in secondary schools in Nigeria, *Nigerian Journal of Educational Administration and planning* 5(1),58-67.
- AlAdayla, Ali (1999). "An analytical study of work stress at the general companies in Jordan", *Moata journal*, Vol. 41, No 3.
- Al-Bahoth, Abed Allah (2013). "Time-management skills and its relation with work stress", *Nayef University*, Riyadh.
- Alegbe, B. O. (1989). "The role of the educational administration in the Nigerian Environment: Getting Better or Worse". *Novelty md Enterprise Ltd*.
- Al-Ghazawi, (2012). "Time-Management and its impact on the performance of the employees at the civilian department of the north of Jordan, *Yarmok University*, Jordan.
- Al-Hour, R. (2006). "Evaluating time-management of the high management employees at the Palestinian universities, *Islamic university*, Palestine.
- Allen, D (2001). *Getting things done: The Art of Stress-Free Productivity*, Viking: New York
- Alugbo, M. (2005). Time Management: Implication for administrative efficiency and effectiveness. *Public Service Management Journal* Vol.1 No.4; Owerri Government Press. *American Journal of Education*, 116, 491-523.
- Balduf, M. (2009). Under achievement among college students. *Journal of Advanced Academy* 20(1) 274-284.
- Campbell, R.F. (2004). *Introduction of Education Administration*. London: Allyn and Bacon Inc.
- Chapman, S., & Rupured, M. (2008). *Time management, 10 strategies for time management*. University of Georgia, USA.
- Claessens, B. J. C., Eerde, W. van, Rutte, C. G., & Roe, R. A. (2007). A review of the time management literature. *Personnel Review*, 36(2), 255-276.
- Connelly LM (2008). Pilot studies. *Medsurg Nurs* 17(6): 411-2
- Drucker, P. F. (1995). *The Effective Executive*, London; William Heinemann Ltd.
- Igun, S.E & Adegbeji, O.B (2007). Study habits of postgraduate students in selected Nigerian universities. *Library Philosophy and Practices* available online <http://digitalcommons.unl.edu> posted on 11th July 2012.
- James, S. & Eric, M. (2018). Portraits of Principal Practice: Time Allocation and School Principal Work, *Educational Administration Quarterly*; 2018, Vol. 54(1) 47-84 © The Author(s) 2017; Reprints and permissions: [sagepub.com/journals](http://sagepub.com/journals). Permissions.nav DOI: 10.1177/0013161X17720978, [journals.sagepub.com/home/eaq](http://journals.sagepub.com/home/eaq).
- Johnson, R. T. (2012). Social skills for successful group work. *Educational Leadership*, 47(4): 29-33.

- Kanar C.E. (1998). *The Confident Student* 3rd Edition. Houghton Mifflin Company. Boston. New York.
- Kerlinger, Fred N. (1986). *Foundations of Behavioral Research: Educational and Psychological Inquiry*, 3rd ed. New York: Holt, Rinehard and Winston.
- Killian, Michael and Sexton (1999). climbing the Ladder to leadership. *NASSP Bulletin* Vol.63, No.425.
- Kmetz, J. T., & Willower, D. J. (1982). Elementary school principals' work behavior *Educational Administration Quarterly*, 18, 62-78.
- Kruger, M. L., Witziers, B., & Slegers, P. (2007). The impact of school leadership on school level factors: Validation of a causal model. *School Effectiveness and School Improvement*, 18, 1-20.
- Lee, M., and Hallinger, P. (2012). National contexts influencing principals' time use and allocation: Economic development, societal culture, and educational system. *School Effectiveness and School Improvement*, 23, 461-482. # Sebastian Lunenburg, F. C., & Ornstein, A. C. (2004). *Educational administration* (4th ed.). Belmont, CA: Wadsworth/Thomson Learning.
- Macan, T (2012). Time management training: effective on time behaviours, attitudes & job performance ,, *The Journal of Psychology*, 130 (3), .229
- Mohammad, J.S. & Muhammad, H. (2011). The relationship between principals' instructional leadership practices and students' academic achievement of secondary schools in Banda Aceh, Indonesia. 2nd Regional Conference on Educational Leadership and Management, 5-7th July.
- Ngando, N. N. (2011). *Time Management behavior among Secondary School Personnel. A case of Kinango District, Coast Province*; published M. Ed Thesis, Kenyatta University.
- Nwaiwu, M. M. (2000). *Factors of effective secondary school administration in Owerri Zone*; unpublished M.Ed Thesis; University of Nigeria, Nsukka.
- Nwankwo, J. I. and Lulseged, A. M. (1985). "Effective Management for Executives" (A Practical Manual for Managers). Spectrum Books Ltd.
- Nworgu, B.G. (2006). *Educational research: Basic issues and methodology*. Owerri: Wisdom Publishers Ltd.