TIME MANAGEMENT STRATAGIES ADOPTED BY PRINCIPALS FOR EFFECTIVE ADMINISTRATION OF SECONDARY SCHOOLS IN IMO STATE

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Abstract

The study is an empirical study that used the survey design to examine time management strategies adopted by principals for effective administration of secondary schools in Imo state. the population of the study is 852 teachers from the 63 public secondary schools in Owerri, Imo State. The researchers made use of a questionnaire titled "Time Management Strategies Adopted by Principals for Effective Administration Secondary School Scale" (TMSAPEASSS) for the teachers on a four (4) point scale. The instrument was validated and found reliable with an index of 0.88. In analyzing the data for the study, mean score statistic was used to answer the research questions and independent z-test statistic was used to test the hypotheses at a significant level of (0.05). The result of the study revealed that teachers agreed that their principals arrive on time to prepare for daily work, is able to complete tasks without interruptions, devote time to administrative work, create time to oversee the academic work of students, schedule time for classroom visitation, attend to visitors, takes time in meetings, follow up delegated works and make effort to keep in touch personally with staff. Based on the findings, the researchers recommended among others that head teachers should ensure that they give adequate time to school morning assembly so as to equip students with moral values and orientation and should always give, priorities to core administrative duties in their time allocation.

Keywords: Time Management, Strategies, and Administrative effectiveness.

INTRODUCTION

An individual alone cannot perform all the necessary activities. Therefore, human beings join or co-operate together in the form of groups and organizations. Every organization (e.g. a family, a college, a business enterprise, an army, a government or a church) is basically a group of people seeking to attain some common objectives. A central organ or agency is required to co-ordinate the activities and efforts of various individuals working together in an organization, so that they can work collectively as a team. Such an organ is called as 'Management (Cyril, 2015).

Time is an immaterial resource, inelastic, scarce and erodes fast and once spent, cannot be rewind back, stored or recalled for use (Uwazuruike, & Anyaogu, 2020). Thus time lost or misused can never be regained. How head teachers of secondary schools spend their time on their job determines to a large extent the productivity level of the institution and its effective and efficient performance, profits and survival of the staff and the institution as a whole. The effective and efficient management of time is as important as the management of other human, financial and material resources available to the administrator. This is because given an abundance of all resources (which is never the case at any time in the present digital era), a poor time administrator/manager would be faced with low productivity, inefficiency, ineffectiveness, low moral, stress and frustration with himself and among his workers. Time is a resource that affects all aspects of human endeavours. It is a resource that is extremely limited in supply and it is a factor that affects all stakeholders in educational sector -- students, teachers, school administrators (Principals), supervisors etc. (Nnorom, et al, 220).

The school Head teacher is described as an intermediary and interpreter of policy, aims and objectives between his school and community, government, and other public and private agencies. The principal occupies a crucial position, therefore his/she managerial effectiveness is an indicator of the schools' prospects for achieving the educational goals and objectives. School administrators' managerial abilities should reflect on their time management skills. These time management skills are in the areas of planning, decision making, execution, organizing, consciousness etc. Time management skills are essential for effective people. According to Akomolafe and Oluwatimehin (2013), the heart of time management is concentration on results, not on being busy. Akomolafe (2011) was of the view that the judicious use of time is an asset to school organization. It is very essential to manage the activities while following time management principles and skills. Poor time management is often a symptom of over confidence. The absence of personal time management is characterized by last minute rush to meet deadlines, and meetings arc cither double booked or achieved nothing (Akomolafe, 2011).

Time management as postulates by Achinine (2009) is the effective and efficient utilization of a manager's or an administrator's corporate time to achieve organizational and personal goals. It involves identifying tasks to be performed, planning and scheduling of organizational activities, prioritizing such activities, allocating time to other task according to their degree of importance in enhancing productivity, minimizing interruptions and frivolities and dealing with routine tasks in such a way that the truly important tasks could receive due attention. Time management and organizational problems can raise stress levels, especially when school administrators must balance their work, societal and family responsibilities. To Altun (2011: 5) "Time for school administrators is a resource to be used productively. Good use of time requires self-understanding, personal commitment, discipline, planning and organization." The administrator occupies a crucial position, hence his managerial effectiveness is an indicator of the institutions' prospects for achieving the educational goals and objectives. School administrators' managerial abilities should reflect on their time management strategies

According to Ekundayo, Konwea and Yusuf (2010), instances now abound where school administrators (principals) complain of lack of time to do certain things which they would have done. A good principal must make effective use of his time to have time for everything he plans to do. Kayode and Ayodele (2015) opined that the most important asset a principal should possess is the skill in managing his time. Such skill will enable the principal to devote a balanced attention to interpersonal relations and production (Ekundayo, et. al. 2010). In a previous assertion, Naglieri and Gottling (1997) stated that a maximization of the use of time for school activities is required for school effectiveness in order to enhance school administration which invariably enhances students' academic performances and attitudes. The effectiveness of an education system is dependent on the effectiveness of schools with a basic system. The effectiveness of a school means the achievement of organizational, administrative and educational objectives at a planned (projected or expected) level (Basaran, 2000). All administrative and educational activities should be maintained simultaneously and in concordance to fulfill what is expected from the education season, and this can be achieved only with a well-planned time management.

Time management is seen as a way that administrators use their time effectively in carrying out their administrative work without exceeding the fixed calendar. Administrative effectiveness is the ability of the administrators to meet the demand of their job using lime management skills in order to meet school goals (Adebayo and Omojola, 2012). Administration is very vital to education and it hardly becomes effective without the variables like planning, prioritization, procrastination, scheduling and time wasting. However, the school administrators need to organize, control and coordinate themselves in order to achieve school goals. Planning is one of the important tools for administrative effectiveness. It gives direction into what

administrators wish to achieve as school goals. It equally involves personnel, materials and machine. If planning is not carefully addressed, it brings about a lack of purpose and commitment on the part of administrators. Procrastination is delay in executing planned programme (Kayode and Ayodele, 2015).

It affects administrative effectiveness in education especially when planned programme like school calendar, lectures and meetings are regularly postponed. Prioritization is performing a task in the order of importance and urgency. It encourages creating goals for each day through having general "to-do-list". The use of dairies, electronic organizer and calendar can be of great help in making administration easier. Scheduling which is allocation of time to educational events will protect mix up of programme. In order to manage time, male and female school principals must be creative and introduce various ways of producing output within a stipulated time. They must be able to manage their emails and phone calls i.e. they must be able to minimize the lime they spend receiving phone calls and reading emails. The key to successful time management is planning and then protecting the planned time, which often involves re-conditioning your environment, and particularly re-conditioning the expectations of others.

The review of literature reveals various researches in time management. Ojokuku and Obasan (2011) study revealed the existence of a positive relationship between adequate time management and organizational performance because time management is essential in all human activities and serve as a good tool for the attainment of any organizational objective irrespective of the volume. Ezeuwa, Ani and Nwachukwu (2011), concluded that Head teachers of secondary schools in Ebonyi State need effective time management competencies in order to run result-oriented administration. Akomolafe and Oluwatimehin (2013) study established the skillfulness of principals in allocating time to school administrative activities. The finding showed that head teachers' time management was adequate and that they spent their time doing worthwhile assignments. Cede, Okoro and Omoda (2011) study revealed that head teacher's in public secondary schools in Rivers State engage in realistic goal setting and prioritized time management at a low extent.

The problem of this study was that the school principals seems to be unmethodical in their allocation of time to duties and tasks, and they seem not to be conscious of setting time based on priorities. Observations have shown that principals have been engaging in meetings with either Board of governors or visitors that have eaten deep into the time schedule of the school programmes. The time spent in meetings seems to affect their functions as heads who should oversee things. In some cases, principals fix meeting during the long break, which extend to the subsequent periods, and eventually nothing is done for the rest of the day. It appears the principals that are posted to rural areas do not spend their time judicious and that male and female principals differ in

their time management. One begins to wonder if the principals do not possess the required skills for time management. Could it be that they do not plan their time schedules very well? This study posed as a question is: what are the time management skills possessed by principals for effective secondary school administration in Owerri Education Zones I and II of Imo State?

The main purpose of this study is to examine time management strategies possessed by head teachers for effective secondary school administration in Owerri Education Zones I and II of Imo State. Specifically, the study sought to:

1. Examine the time management skills possessed by head teachers for effective secondary school administration as rated by the teachers from Owerri Education Zones I and II of Imo State.
2. Identify the time management skills possessed by head teachers for effective secondary school administration as rated by male and female teachers.

The following research questions are posed by the researcher to guide the study:

1. What are the time management skills possessed by head teachers for effective secondary school administration as rated by the teachers from Owerri Education Zones 1 and II of Imo Slate?
2. What are the lime management skills possessed by principals for effective secondary school administration as rated by male and female teachers?

The following null hypotheses were formulated and will be tested al 0.05 level of significance.

Ho_1: There is no significant difference between the mean ratings of teachers from Imo State on their principals' time management strategies for effective secondary school administration.

Ho_2: There is no significant difference between the mean ratings of male and female teachers on their principals' time management strategies for effective secondary school administration.

Method

This study adopted a survey design with a population of 852 teachers (434 males and 418 female) from the 63 public secondary schools in the Imo State. As a result of the small number of the respondents which can be reached, the researcher used the entire population as the sample of the study, hence it is a census study. The researcher made use of a rating scale titled "Time Management Skills Possessed by Principals for Effective Secondary School Administration Scale" (TMSPPESSAS) for the teachers on a four (4) point scale having Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) weighted scores of 4, 3, 2 and 1 points respectively. The

instrument was validated and found reliable with an index of 0.88. In analyzing the data for the study, mean score statistic was used 10 answer the research questions and independent z-test statistic was used to test the hypotheses at a significant level of (0.05).

RESULTS

Research Question One

What are the lime management skills possessed by principals for effective secondary school administration as rated by the teachers from Owerri Education Zones I and II of Imo State?

Table 1: Mean ratings of teachers from Owerri Education Zones I and II on the time management skills of their principals for effective secondary school administration.

S/N	*Item Statement:*	Owerri Education Zone I N-37S			Owerri Education Zone II N-474		
		$\bar{X}$	**SD**	**Decision**	$\bar{x}$	**SD**	**Decision**
1	Arrive on time to prepare for daily work	2.98	.89	Agreed	3.14	.91	Agreed
2	Is able to complete tasks without interruptions	3.01	.88	Agreed	3.18	.88	Agreed
T j	Devote time to administrative work	2.97	.88	Agreed	3.19	.88	Agreed
4	Create time to oversee the academic work of students	3.01	.87	Agreed	3.19	.88	Agreed
5	Schedule time for classroom visitation	2.98	.88	Agreed	3.13	.90	Agreed
6	Attend to visitors	2.96	.87	Agreed	3.16	.90	Agreed
7	Takes time in morning assembly	2.10	.96	Disagreed	2.08	.99	Disagreed
8	Takes time in meetings	3.01	.87	Agreed	3.22	.86	Agreed
9	Follow up delegated works	3.01	.88	Agreed	3.18	.87	Agreed
10	Make effort to keep in touch personally with staff	2.98	.91	Agreed	3.19	.89	Agreed
	Grand Mean	2.90	O.S9		3.07	0.90	

Table 1 gave the result of the analysis of the mean ratings of teachers from Imo State on the time management skills of their principals for effective secondary school administration. The result showed that all the items were agreed on by teachers from Imo state because the mean scores above the criterion mean of 2,50, except for item 7 which was disagreed on because its mean score is below the criterion mean of 2.50. The result further revealed that the grand mean scores were 2.90 and 3.07 for teachers from Imo State respectively. This led to the conclusion that the teachers agreed that their principals arrive on time to prepare for daily work, is able to complete tasks without interruptions, devote time to administrative work, create time to oversee the academic work of students, schedule time for classroom visitation, attend to visitors,

takes time in meetings, follow up delegated works and make effort to keep in touch personally with staff. But the principals do not take lime in morning assembly.

RESEARCH QUESTION TWO

What are the time management strategies adopted by principals for effective secondary school administration as rated by male and female teachers?

Table 2: Mean ratings of male and female teachers on the time management skills of their principals for effective secondary school administration.

S/N	*Item Statement:*	**Male N-434**			**Female N-418**		
		X	SD	Decision	X	SD	Decision
1	Arrive on time to *prepare* for daily work	3.25	.85	Agreed	3.04	.84	Agreed
2	Is able to complete tasks without interruptions	3.25	.84	Agreed	3.05	.86	Agreed
3	Devote time to administrative work	3.18	.85	Agreed	3.04	.84	Agreed
4	Create time to oversee the academic work of students	3.27	.83	Agreed	3.05'	.84	Agreed
5	Schedule time for classroom visitation	3.24	.84	Agreed	3.06	.86	Agreed
6	Attend to visitors	3.28	.83	Agreed	3.06	.82	Agreed
7	Takes time in morning assembly	2.05	.90	Disagreed	2.04	.98	Disagreed
8	Takes time in meetings	3.27	.84	Agreed	3.06	.85	Agreed
9	Follow up delegated works	3.26	.84	Agreed	3.02	.83	Agreed
10	Make effort to keep in touch personally with staff	3.25	.84	Agreed	3.05	.82	Agreed
	Grand Mean	3.13	0.85		2.95	0.85	

From table 2 above, it indicates the mean ratings of male and female teachers on the time management skills of their principals for effective secondary school administration. The analysis from the table indicated that item number 7 was disagreed on by the male and female teachers since its mean score is below the criterion mean of 2.50 while other items were agreed on since their mean scores were above the criterion mean of 2.50. The grand mean scores were 3.13 and 2.95 for male and female teachers respectively. The conclusion is that for effective administration of secondary school in Imo state, the head teachers arrive on time to prepare for daily work, is able to complete tasks without interruptions, devote time to administrative work, create time to oversee the academic work of students, schedule time for classroom visitation, attend to visitors, takes time in meetings, follow up delegated

works and make effort to keep in touch personally with staff. But the principals do not take time during morning assembly.

HYPOTHESIS ONE

Ho_3: There is no significant difference between the mean ratings of teachers from Imo State on their principals' time management skills for effective secondary school administration.

Table 3: Z-test analysis of the significant difference between the mean ratings of teachers from Imo State on their principals' time management skills for effective secondary school administration.

Teachers	N	X	S.D	Df	Z_{cal}	Z_{ab}	Decision
Zone 1	378	2.90	0.28				Accept
/one 11	474	3.07	0.35	850	1.17	1.96	Ho

Table 3 gave the result of the analysis concerning hypothesis one on the significant difference between the mean ratings of teachers from Imo State on their head teachers' lime management strategies for effective secondary school administration. The grand mean score and standard deviations of 378 teachers from Imo state are 2.90 and 0.28 while the grand mean score and standard deviations of 474 teachers from Imo state are 3.07 and 0,35 respectively. When the z-test calculation was applied at 5% level of significance, the outcome was 1.17 while checking the z-test tabulated with the degree of freedom of 850, the outcome was 1.96. The z-test calculated is less than the z-test tabulated, which led to the rejection of the hypothesis and concluding that there is no significant difference between the mean ratings of teachers from Imo State on their head teachers' time management strategies for effective secondary school administration.

HYPOTHESIS TWO

Ho_2: There is no significant difference between the mean ratings of male and female teachers on their head teachers time management strategies for effective secondary school administration.

Table 4: Z-test analysis of the significant difference between the mean ratings of male and female teachers on their head teachers' time management skills for effective secondary school administration.

Gender	N	X	S.D	Df	Z_{cal}	Z_{tab}	Decision
Male	434	3.13	0.38				Accept
Female	418	2.95	0.32	850	1.16	1.96	Ho

Table 4 gave the result of the analysis concerning hypothesis one on the significant difference between the mean ratings of male and female teachers on their principals' time management skills for effective secondary school administration. The grand mean score and standard deviations of 434 male teachers are 3.13 and 0.38 while the grand mean score and standard deviations of 418 female teachers were 2.95 and 0.32 respectively. When the z-test calculation was applied al 5% level of significance, the outcome was 1.16 while checking the z-lest tabulated with the degree of freedom of 850, the outcome was 1.96. The /-test calculated is less than the z-test tabulated, which led to the rejection of the hypothesis and concluding that there is no significant difference between the mean ratings of male and female teachers on their principals' lime management strategies for effective secondary school administration.

DISCUSSION OF FINDINGS

The study revealed that the teachers agreed that their principals arrive on time to prepare for daily work, is able to complete tasks without interruptions, devote time to administrative work, create time to oversee the academic work of students, schedule time for classroom visitation, attend to visitors, takes time in meetings, follow up delegated works and make effort to keep in touch personally with staff. But the principals do not take time in morning assembly. This finding was supported by the establishment that there is no significant difference between the mean ratings of teachers from Imo State on their principals' time management strategies for effective secondary school administration. This shows a close response among the teachers on the- issue raised for research question two. In line with this finding, Ojokuku and Obasan (2011), study revealed the existence of a positive relationship between adequate time management and organizational performance because time management is essential in all human activities and serve as a good tool for the attainment of any organizational objective irrespective of the volume. The reason for this assessment using the teachers is because principals' time management affects teachers' performance. Ezeuwa, Ani and Nwachukwu (2011), concluded that Principals of secondary schools in Ebonyi State need effective time management competencies in order to run result-oriented administration. The similarities in the two studies could be attributed to similar areas of the two studies.

The study finally revealed that the male and female teachers agreed that for effective administration of secondary school in Imo state, the principals arrive on time to prepare for daily work, is able to complete tasks without interruptions, devote time to administrative work, create time to oversee the academic work of students, schedule time for classroom visitation, attend to visitors, takes time in meetings, follow up delegated works and make effort to keep in touch personally with staff. But the principals do not take time during morning assembly. In line with this finding, Akomolafe and Oluwatimehin (2013), study established the skillfulness of principals in allocating time to school administrative activities. The finding showed that

principals' time management was adequate and that they spent their time doing worthwhile assignments. But contrary to this finding, Cede, Okoro and Omoda (2011), study revealed that principals' in public secondary schools in Rivers State engage in realistic goal setting and prioritized time management at a low extent. The difference in the studies indicated that other factors like gender and sample size could affect time management of principals.

RECOMMENDATIONS

The following recommendations were made based on the finding of the study.

1. The principals should encourage and ensure that there is enough time to school morning assembly this will enhance students with moral values and orientation.
2. Administrative duties should be the priority of the principals in their time allocation.
3. The principals should be more conscious of deadlines to avoid pilling up of administrative work.
4. The principal should always exhibit the skin of time management regardless of the location of their schools and their gender.
5. The principals should improve upon their time management, especially by being more conscious about how to Control their time.

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