

PRINCIPAL'S TIME MANAGEMENT STRATEGIES IN SECONDARY SCHOOLS IN KANO STATE

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Abstract

This study investigated administrative time management strategies in secondary schools in Kano State. Two research questions and two hypotheses guided the study. The design used in this study was descriptive survey. The population comprised all the 554 senior secondary schools in Kano State, with 554 principals. A sample size of 175 principals was drawn from all the senior secondary schools in Kano State using stratified random sampling technique; representing 31.6% of the population. The instrument used in this study was questionnaire titled Administrative Time Management Strategies' Questionnaire (ATMSQ). The questionnaire was validated and the reliability done with test re-test method and correlated using the Pearson's Product Moment Correlation. This yielded an index of 0.90. After administration of instrument, 170 copies were returned and used for data analysis. In analyzing the data, mean and standard deviation scores were used to answer the research questions, while z-test was used in testing the hypotheses of no significant difference. The findings revealed among others that, appropriate strategies that can be adopted by secondary school administrators to ensure proper management of time in Kano State include: structuring time appropriately by administrators, setting up administrative priorities at the right time for academic improvement, increasing administrative efficiency/effectiveness on time management for institutional growth, engaging in the mechanics of time management for the growth of the institution, and making an analysis of how to spend time in educational institutions for effective administrative performance. Based on the findings, the researcher recommended that secondary school administrators should structure time appropriately to enhance academic and administrative effectiveness in the school system. Principals of secondary schools should set up administrative priorities at the right time for administrative and academic improvement.

Keywords: Administrative, Time Management Strategies, Secondary Schools' Principals.

Introduction

Time can be seen as a component of the measuring system used to sequence events, compare the duration of events and the intervals between them as well as to quantify the motion of objects. Time can also be applicable to subject areas, like physics, religion, philosophy etc. Abari and Campbell (2014) see time as the fundamental structure of the universe, irrespective of the area. Time also, is a dimension in which events occur in sequence. Time has an economic value in the saying that 'time is money', as well as personal value, due to an awareness of the limited time in each day and in human life.

According to Bua (2016), time management is the planning, organizing scheduling and budgeting one's time for the purpose of generating more effective work and productivity. He explained that time management schedule boosts job efficiency and reduces tension. Time management process helps to

place more emphasis on results and careful monitoring of progress by delegating task. While Huda in Mansour (2011) defined time management as the application of management essentials represented in planning, organizing and controlling time by administrative employees to best invest time in order to achieve the desired result.

A good understanding of time and time management strategies to keep up with meeting schedules is important in order to attain stated goals, hence, the saying that time wasted can never be regained, and time waits for no one. Therefore, any professional who desires to be successful in his/her profession, irrespective of the professional skills, must first and foremost consider time management skills. This is because, effective time management can help a professional to be successful with smooth work functions which will help to reduce stress and improve productivity, efficiency and effectiveness, thereby accomplishing the organizational goals and objectives. Despite the type of activity to be performed, time is the most important resource to be considered. In most administrative settings, the challenges of time management still remain a major determinant of whether the task will be successful and effective use of all resources.

School administrators are experiencing serious challenges in managing time, in their daily routine work, in order to improve the quality and standard of the school. Some administrators don't even have time to meet up with their own personal tasks. This is because, they do not know how to evaluate the time spent both at work and home. They do not plan their time well. While some school administrator's poor time management and lack of control of time wasters has also affected the use of their resource time and productivity level. Time is a resource that can be managed, and administrators must learn how to manage this time effectively.

Literature Review

Organizational Variables and Poor time Management

Most times, people are not able to complete their schedule for the day, and will like more hours be added to the 24hours that makes a day. This lack of accomplishment of responsibilities is due to mismanagement of time or insufficient time slot allocated to the plan for the task. Thiagarajan (1997) suggests that many of us go through life in a mindless fashion wasting valuable time. However, these organizational variables are the time wasters, these wasters are responsible for the unaccomplished task in work places. No wonder Sami, Ehsan, Hained, Khan and Rahim in Obasi and Boreh (2014) observe that, if something is taking longer than expected, it will eventually delay other obligations; then, this is a time waster. Therefore, time waster is when performance of a task is delayed or stays longer in accomplishing and will later interfere with other obligations. An example of the effect of time waster is when a teacher does not plan his classroom lesson, he is born to waste time or stay longer in class than required.

Asodike (2013) in Obasi & Boreh (2014) identified the following factors responsible for time wasting as:

lack of planning, lack of priority, over commitment, management by crisis, meetings, decision, unclear objectives, postponed decisions, procrastination, lack of delegation of responsibilities & duties, poor managerial skills, incompetent subordinates, inconsistent actions, interrupting actions, interrupting others, and can't say no (p.89)

However, Ngowa (2009) identifies four time wasters and the best strategies to handle them.

- i. **Trying to do everything at once:** Ngowa suggests that, the best thing to do is to set priorities and decide to accomplish the important task. If possible do not go to the second task until the first goal is accomplished.
- ii. **Trying to do everything by oneself:** To deal with this time waster, administration must learn to delegate duties and responsibilities. Those saddled with responsibilities will make sure their task is accomplished.

- iii. **Being reluctant to say no:** Just like identified by Asodike (2013) in Obasi and Boreh (2014), being reluctant to say no is a time waster. Ngowa (2009) says that to deal with this, the administrator will have to decide what you want to do and realistically can do and then say “No” to everything else.
- iv. **Putting things off:** to dealing with this, the administrator will have to use the energy spent putting off an unpleasant task to get it done and off your mind.

Every successful person has some secret of success, one of them is in delegating of duties and setting priorities. To this, Barbara (2002) opines that good time management is getting to do the important task effectively. Nevertheless, time management deals with the urgent and important things. But, when attention is given to urgent task at the expense of important task, the administrator is bound to face time wasters and this is as a result of poor time management. Urgent tasks are as a result of poor planning by the teacher. These can sometimes be unexpected problems in the class, and can be issues not related to the goals of the teacher in the classroom. As such, Barbara (2002) advises that, teachers should plan ahead of time, in order to avoid time wasters. These planning should be in his diary. While on the other hand, the important task is the teachers’ priorities, they are the teachers’ goals which must be achieved. But when they are left undone, they become an urgent task. It is obvious that a teacher who plans ahead of time will definitely avoid crises and procrastination.

Failure to acquire new skills, knowledge and abilities is also another form of wasting time. Some managers fail to update themselves in terms of attending seminars and lectures that will increase their horizons instead they feel they know all things and don’t need to be updated. Procrastination on hard challenging jobs also, is another form of wasting time. Some managers adopt procrastination on hard challenging jobs. Instead of getting started on time and allocating good time thereto, they adamantly refuse to work on these tasks. The most injurious aspect of this approach is that such hard challenging jobs are not in the bottom 80% but in the top 20% of jobs which add most value to the managers’ work. Other reasons for time management failure by educational administrators include: poor team building, refusal to relax, poor creativity, poor self-confidence, inability to set a conducive working environment etc.

Appropriate strategies to ensure effective time management

Time management strategies are like the stones and pebble in the pickle jar theory of time management that was properly put into the jar. These strategies are used to control time by the use of dairy and writing out to do lists in order of priorities. There is no need to waste time during the transition time, in order to avoid time wastage (distraction). Also, school administrators need to delegate important duties to enable task to be accomplished.

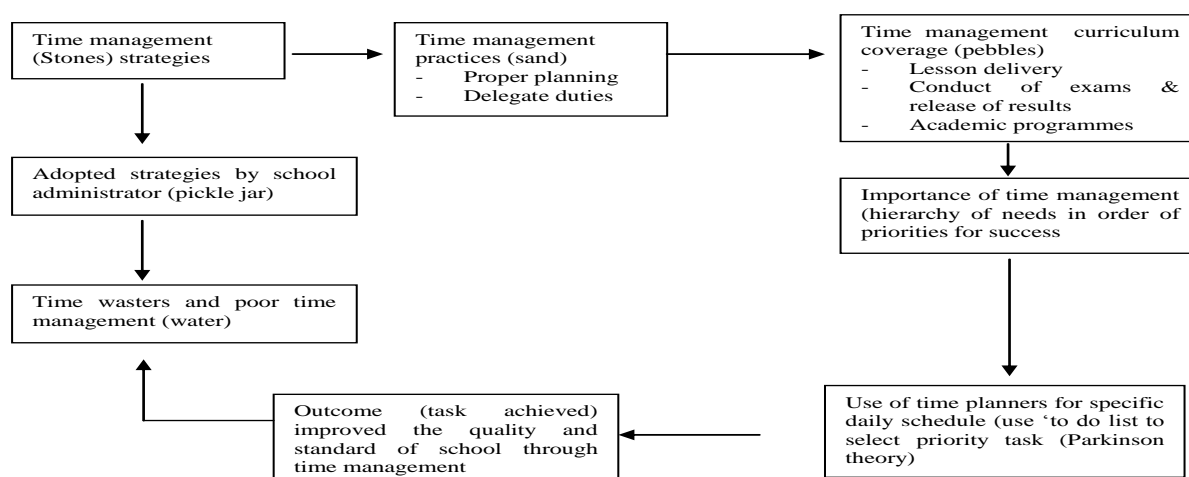


Figure1: Time Management Practices in Education System

Source: The Researchers

These practices are like the sand in the pickle jar. These include making use of the principals and teachers time as a resource for individual growth and school development. This implies proper planning of school programmes, which has to be supervised by administrators, as well as delegating duties to staff respectively.

Many educational administrators spend a lot of time each day planning, organizing, controlling, communicating, etc. and as such, there is need for good systematic managerial skill to manage their time and duties. This is because, no single individual can carry out the days management successfully without getting stressed out or break down. More so, it virtually impossible for the goal of education to be achieved, without adequately manage the time well. This is because, the day to day of school administrators are beseeched with activities, action or in action within specified time frame for the administrator.

Mayo (2013) in Ikpitiob (2013) identifies host of strategies and approaches of time management strategies for school administrators in Nigeria to manage their time efficiently. School administrators should plan each day's activity effectively in order to help them accomplish set task. Maduagwu and Nwogu (2006) opine that this can be done by the school administrator keeping a diary containing the list of things to do where the most important things can be done first.

- Task should be arranged in order of priority. Prioritizing the task means, spending more and quality time on important task first, in as much as every task is time consuming but some are urgent and important.
- Non-essential tasks should not be prioritized. This means that administrators should constantly evaluate their overall goals before carrying out the task.
- School administrators should delegate duties and responsibilities so that some duties can be handled on time, by someone else.
- Devote effort to constantly doing a quality job.
- Breakdown large tasks into smaller task and work on them in bits.
- Evaluate time spent to enable one spend time wisely.
- Reduce distraction, eat healthy diet and exercise regularly.
- Attend seminars and workshops on time management
- Always take break during working day. This will help to reduce stress which might infringe on ones time management.
- Organize school time table throughout the year, stating all the activities.

According to Mayo (2013), if these outlined strategies are adhered to, this would make the school administrators become more productive and efficient in their task. Lunenburg and Ornstein (2004) state that time management strategies enable school managers to control time and administrative functions. Such strategies include outlining the priorities and goals, delegating and controlling visitors. The school managers must be careful not to abuse the use of time by being busy doing the wrong thing. This is because sometimes, some administrators are always working with sense of urgency, because they failed in meeting up with specified and important task on time as such find themselves in a treadmill of crisis management. They face these crises when they fail to delegate duties and responsibilities.

Administrators must avoid procrastination, which means that task should not be postponed for some time. Although, Ngowa (2009) suggests that procrastinating once in a while may not hurt you. But if you delay in performing your task and put off doing important assignment too often you will sabotage your effort to succeed. Among the mentioned strategies, Adeyinka (2012) identified accountability and integrity as one of the strategies that school administrators can adopt to achieve a goal. This can be done,

by taking stock of the actual results of actions and compare them with the plans. This will enable the school administrators to manage their time effectively and efficiently.

Madumere-Obike, Ukala and Nwabueze (2014) are of the opinion that, the strategies for managing time to promote quality administration of educational institutions include: administrators assigning time to every activity of the school appropriately to improve educational standard; organizing and participating in time management training programmes to promote quality school administration; avoiding unnecessary interruptions within the work hours for proper work delivery; providing ICT facilities such as computers, projectors, internet, etc. to improve both academic and administrative works in the schools; making use of the ICT facilities in teaching/learning, administrative/research activities at the appropriate time; keeping to time schedule for administrative/ academic functions through self-discipline; making academic and administrative planning on educational improvement with time, and creating time to arrange educational documents properly in the office to avoid loss of important documents. Nwabueze (2016) states that time management is seen as ways administrators use their time effectively in carrying out their administrative works without exceeding the fixed calendar. Time determines the imperativeness of any other resources in accomplishing organization set out objectives and goals. Without time management the efficient and effective use of all resources will be impossible.

Time management strategies as pointed by Ekundayo and Kolawole (2013) include: delegation of duties to competent subordinates; avoidance of procrastination; avoidance of multi-tasking; minimize clutter and paper on one's desk, and these are some of the basics of effective time management. So to effectively use one's time, it is important to estimate how long a task will take and allow that amount of time for the task. To get a more accurate estimate, an administrator needs to keep track of how he spends his time for a week. This will help him on how to get a better idea of how much he needs to spend on each activity, assignment and programme. Alegbe (1989) enumerated about five values of time management to include: avoiding stress and frustration, balancing between work and personal life, maintain meaningful productivity, goal achievement and staff development. Nwabueze and Nwokedi (2016) reveal that the techniques needed to be employed by academic staff in managing time for quality teaching delivery in universities include: planning academic activities using time tables at the beginning of every semester, lecturers giving students the course outline and materials at the beginning of the semester, lecturers following the school calendar strictly on academic/research activities, completing the course outline promptly at the right time enhances students' academic performance, and making use of ICT facilities in academic/research activities enhances their teaching delivery.

Statement of the Problem

There have been complaints from school administrators of excess workload, increase in curriculum contents, increase in students' enrolments, poor conduct of examination and tendency of struggling to manage time in work place in order to improve the standard of the school. These complaints have also led to high level of stress and low process of quality assurance in schools. However, could these complaints be as a result of poor time management and time management strategies adopted by principals of schools? This is because, when time is not well managed, schools will not be able to meet up with their daily, weekly and yearly activities. This will definitely affect the goals and objectives of the school, from being achieved.

In Kano State, secondary schools do not adhere to academic calendar planned termly or sessionally because of the security challenges in the north, sometimes they are asked to close at the middle of the term, whenever there is a security report. Recently during the 2018/2019 second term, when schools were writing exams there was a security report that the Boko Haram terrorist were coming to kidnapped students in Kano, and the government ordered the indefinite closure of schools in Kano State. Those in boarding house were asked to leave the schools. Parents were asked to pick their children in the

boarding houses. The news came at the middle of class activities. And all activities were stopped for the day and term. This affected all schools, both secondary and primary schools, in urban and rural areas. This kind of disruptions affects students' academic performance especially in external exams like WAEC, JAMB, common entrance exams. The principals will want to work with the time table but these type of cases poses a serious challenge to time management in secondary schools. Also, schools also have the challenge of indiscriminately closure of schools due to Muslim festivals like: the Ramadan fasting, Muslim Sallah ceremonies, Muslim new year etc. Normal school time table are adjusted during these festivals do not allow curriculum coverage in schools especially the secondary schools that have vast curriculum to cover. These are the reasons why some of secondary school students from the north especially Kano state cannot meet up with their mates in the east or south. The school administrators are willing to manage their time but due to these challenges, it's not been easy.

Aim and Objectives of the Study

The aim of this study is to investigate administrative time management strategies in secondary schools in Kano state. Specifically, the objectives of the study include to:

1. identify the major organizational variables that contribute to poor time management among secondary school administrators in Kano State.
2. ascertain the appropriate strategies that can be adopted by secondary school administrators to ensure effective time management in secondary schools in Kano State.

Research Questions

The following research questions guided the study:

1. What are the major organizational variables that contribute to poor time management among secondary school administrators in Kano State?
2. What are the appropriate strategies that can be adopted by secondary school administrators to ensure effective time management in secondary schools in Kano State?

Hypotheses

The following hypotheses were tested at 0.05 level of significance:

- i. There is no significant difference between the mean scores of male and female principals on the major organizational variables that contribute to poor time management among secondary school administrators.
- ii. There is no significant difference between the mean scores of male and female principals on the appropriate strategies that can be adopted by secondary school administrators to ensure effective time management in secondary schools in Kano State.

Methodology

The design used in this study was descriptive survey as it gives researchers the opportunity to use both quantitative and qualitative data in order to find data and characteristics about the population that is being studied. The population of this study comprised all the 554 senior secondary schools in Kano State comprising 554 principals. Precisely, there are 354 male and 200 female principals; with 126 principals in secondary schools in urban areas and 49 principals in secondary schools in rural areas (Dept of Planning' Research & Statistics Report, Kano State, 2017). A sample size of 175 principals was drawn from all the senior secondary schools in Kano State using stratified random sampling technique representing 31.6% of the population. This comprised 100 male and 75 female principals with 126 principals in secondary schools in urban areas and 49 principals in secondary schools in rural areas.

The instrument used in this study was questionnaire titled "Administrative Time Management Strategies Questionnaire" (ATMSQ) which was designed and developed by the researchers. The questionnaire comprised sections. Section A contained the background information about the

respondents such as sex and location, while section B contained questionnaire items designed to generate relevant information for data analysis based on the variables of the study. The modified four-point likert scales of strongly agree, agree, disagree and strongly disagree were adopted to gather the information relevant for data analysis. The instrument was validated and the reliability was carried out using test-retest. Pearson's Product Moment Correlation was used to establish the reliability co-efficient, which yielded an index of 0.90. The administration and collection of 175 copies of the instrument took a total of 4 weeks to complete, and at the end of the period, 170 copies were returned and used for data analysis. This included 100 male and 70 female principals with 121 principals in secondary schools in urban areas and 49 principals in secondary schools in rural areas representing 97.14% return rate. In analyzing data, mean and standard deviation scores were used as the statistical tools to answer the research questions, while z-test was used in testing the hypotheses of no significant difference.

Results

Research Question One: What are the major organizational variables that contribute to poor time management among secondary school administrators in Kano State?

Table 1: Mean scores of male and female principals on the major organizational variables that contribute to poor time management among secondary school administrators

S/ N	Major organizational variables that contribute to poor time management include:	Male (100)		Female (70)		Mean Set	Decision
		Mean	St.D	Mean	St.D		
1	Improper planning of the school calendar before the beginning of the session	3.14	0.69	3.33	0.80	3.24	Agreed
2	Late submission of school budget affect proper time management	3.31	0.67	3.23	0.81	3.27	Agreed
3	Starting administrative meetings very late which could lead to late closure	3.20	0.68	3.31	0.80	3.26	Agreed
4	Improper generation of meeting agenda before meeting date and time	3.30	0.67	3.47	0.78	3.39	Agreed
5	Deliberations on issues that would not enhance the achievement of school objectives in meetings	3.43	0.66	3.44	0.79	3.44	Agreed
6	Non-execution of decisions reached in meetings within the stipulated time	3.40	0.66	3.40	0.79	3.40	Agreed
7	Poor record keeping of administrative information that would aid school development on time	3.32	0.67	3.54	0.77	3.43	Agreed
8	Poor time scheduling of administrative functions for school productivity	3.27	0.67	3.34	0.79	3.31	Agreed
9	Administrators being in meetings for a very long time without reaching any concrete decision that would enhance school development	3.35	0.67	3.37	0.79	3.36	Agreed
10	Improper observation of time patterns in staff/ students during academic instructions	3.13	0.69	3.07	0.83	3.10	Agreed
Aggregate Mean Scores and St.D		3.29	0.67	3.35	0.80	3.32	Agreed

Data on Table 1 present the mean scores and standard deviation derived from the opinion of male and female principals on the major organizational variables that contribute to poor time management among secondary school administrators in Kano State. The respondents agreed on all the items in the table with high mean scores above the mean criterion of 2.50. The analysis showed that, the higher the mean score, the lower the standard deviation; and the lower the mean score, the higher the standard deviation. The aggregate mean scores of 3.29 and 3.35 respectively for male and female principals indicate that, the major organizational variables that contribute to poor time management among secondary school administrators in Kano State include: improper planning of the school calendar before the beginning of the session, late submission of school budget affect proper time management, starting administrative meetings very late which could lead to late closure, improper generation of meeting agenda before meeting date and time,

deliberations on issues that would not enhance the achievement of school objectives in meetings, non-execution of decisions reached in meetings within the stipulated time, poor record keeping of administrative information that would aid school development on time, poor time scheduling of administrative functions for school productivity, administrators being in meetings for a very long time without reaching any concrete decision that would enhance school development, and improper observation of time patterns in staff/ students during academic instructions.

Research Question Two: What are the appropriate strategies that can be adopted by secondary school administrators to ensure proper management of time in Kano State?

Table 2: Mean scores of male and female principals on the appropriate strategies that can be adopted by secondary school administrators to ensure proper management of time in Kano State

S/N	<i>Appropriate strategies that can be adopted by administrators to ensure proper management of time include:</i>	Male (100)		Female (70)		Mean Set	Decision
		Mean	St.D	Mean	St.D		
11	Structuring time appropriately by administrators	3.23	0.67	3.19	0.81	3.21	Agreed
12	Setting up administrative priorities at the right time for academic improvement	3.15	0.68	3.29	0.80	3.22	Agreed
13	Increasing administrative efficiency/ effectiveness on time management for institutional growth	3.18	0.68	3.37	0.79	3.28	Agreed
14	Scheduling time for all activities appropriately at the beginning of the session to enhance institutional productivity	3.15	0.68	3.37	0.79	3.26	Agreed
15	Scheduling time for school holidays/break appropriately to avoid disruption in school activities	3.10	0.69	3.31	0.80	3.21	Agreed
16	Administrators engaging in the mechanics of time management for the growth of the institution	3.23	0.67	3.37	0.79	3.30	Agreed
17	Fixing time table for class works accordingly to avoid clash of subject period	3.35	0.66	3.34	0.80	3.35	Agreed
18	Fixing time appropriately for examination to assess students' academic performance	3.31	0.66	3.36	0.79	3.34	Agreed
19	Using proper time schedule to ensure that each task is fully accomplished as planned	3.38	0.66	3.40	0.79	3.39	Agreed
20	Making an analysis of how to spend time in educational institutions for effective administrative performance	3.28	0.67	3.30	0.80	3.29	Agreed
Aggregate Mean Scores and St.D		3.24	0.67	3.33	0.80	3.29	Agreed

Data on Table 2 present the mean scores and standard deviation derived from the opinion of male and female principals on the appropriate strategies that can be adopted by secondary school administrators to ensure proper management of time in Kano State. The respondents agreed on all the items in the table with high mean scores above the mean criterion of 2.50. The analysis showed that, the higher the mean score, the lower the standard deviation; and the lower the mean score, the higher the standard deviation. The aggregate mean scores of 3.24 and 3.33 respectively for male and female principals indicate that, the appropriate strategies that can be adopted by secondary school administrators to ensure proper management of time in Kano State include: structuring time appropriately by administrators, setting up administrative priorities at the right time for academic improvement, increasing administrative efficiency/effectiveness on time management for institutional growth, scheduling time for all activities appropriately at the beginning of the session to enhance institutional productivity, scheduling time for

school holidays/break appropriately to avoid disruption in school activities, engaging in the mechanics of time management for the growth of the institution, fixing time table for class works accordingly to avoid clash of subject period, fixing time appropriately for examination to assess students' academic performance, using proper time schedule to ensure that each task is fully accomplished as planned, and making an analysis of how to spend time in educational institutions for effective administrative performance.

Hypothesis One: There is no significant difference between the mean scores of male and female principals on the major organizational variables that contribute to poor time management among secondary school administrators.

Table 3: z-test analysis on the difference between the mean scores of male and female principals on the major organizational variables that contribute to poor time management among secondary school administrators in Kano State

Gender	N	Mean	St.D	df	z-calculated Value	z-critical value	Decision
Male	100	3.29	0.67	168	- 0.514	±1.962	Accepted
Female	70	3.35	0.80				

Data on Table 3 present the z-test analysis on the difference between the mean scores of male and female principals on the major organizational variables that contribute to poor time management among secondary school administrators in Kano State. From the analysis, it was seen that the z-calculated value of - 0.514 is less than the z-critical value of ±1.962 at 0.05 alpha significant level and 168 degree of freedom. This means that the null hypothesis was accepted signifying that, there is no significant difference between the mean scores of male and female principals on the major organizational variables that contribute to poor time management among secondary school administrators in Kano State.

Hypothesis Two: There is no significant difference between the mean scores of male and female principals on the appropriate strategies that can be adopted by secondary school administrators to ensure proper management of time in Kano State.

Table 4: z-test analysis on the difference between the mean scores of male and female principals on the appropriate strategies that can be adopted by secondary school administrators to ensure proper management of time in Kano State

Gender	N	Mean	St.D	df	z-calculated Value	z-critical value	Decision
Male	100	3.24	0.67	168	- 0.771	±1.962	Accepted
Female	70	3.33	0.80				

Data on Table 4 present the z-test analysis on the difference between the mean scores of male and female principals on the appropriate strategies that can be adopted by secondary school administrators to ensure proper management of time in Kano State. From the analysis, it was seen that the z-calculated value of - 0.771 is less than the z-critical value of ±1.962 at 0.05 alpha significant level and 168 degree of freedom. This means that the null hypothesis was accepted signifying that, there is no significant difference between the mean scores of male and female principals on the appropriate strategies that can be adopted by secondary school administrators to ensure proper management of time in Kano State.

Discussion

Major organizational variables that contribute to poor time management

The findings of this study has also shown that, the major organisational variables that contribute to poor time management among secondary school administrators in Kano State include: improper planning of the school calendar before the beginning of the session, late submission of school budget affect proper time management, starting administrative meetings very late which could lead to late closure, improper

generation of meeting agenda before meeting date and time, deliberations on issues that would not enhance the achievement of school objectives in meetings, non-execution of decisions reached in meetings within the stipulated time, poor record keeping of administrative information that would aid school development on time, poor time scheduling of administrative functions for school productivity, administrators being in meetings for a very long time without reaching any concrete decision that would enhance school development, and improper observation of time patterns in staff/ students during academic instructions. The test of hypothesis four revealed that, there is no significance difference between the mean scores of male and female principals on the major organization variables that contribute to poor time management among secondary school administrators in Kano State. The principals are of the opinion that organizational variables are the major contributors of students' poor academic performance and knowledge growth in an educational institution. These variables are the time wasters which could be seen as a situation where performance of a task is being delayed or stayed longer in accomplishing the task, which later interfere with other school obligations. An example of the effect of this time waster is when a teacher does not plan his classroom lesson, he is bound to waste time or stay longer in class than required.

In line with the findings, Asodike (2013) identified the following as factors responsible for time wasting: lack of planning, lack of priority, over commitment, management by crisis, unclear objectives, postponed decisions, procrastination, lack of delegation of responsibilities & duties, poor managerial skills, incompetent subordinates, inconsistent actions, interrupting actions, and interrupting orders. Ackerman (2007) suggests that, secondary school staff must avoid timelessness in school activities to avoid poor syllabus preparation and curriculum coverage to enhance the achievement of institutional goals. Other reasons for poor time management by educational administrators may include poor team building, refusal to relax, poor creativity, poor self-confidence, inability to set a conducive working environment etc.

Appropriate strategies for ensuring effective time management

The findings of this study had revealed that, the appropriate strategies that can be adopted by secondary school administrators to ensure effective time management in Kano State include: structuring time appropriately by administrators, setting up administrative priorities at the right time for academic improvement, increasing administrative efficiency/ effectiveness on time management for institutional growth, scheduling time for all activities appropriately at the beginning of the session to enhance institutional productivity, scheduling time for school holidays/break appropriately to avoid disruption in school activities, engaging in the mechanics of time management for the growth of the institution, fixing time table for class works accordingly to avoid clash of subject period, fixing time appropriately for examination to assess students' academic performance, using proper time schedule to ensure that each task is fully accomplished as planned, and making an analysis of how to spend time in educational institutions for effective administrative performance. The test of hypothesis five acknowledged that, there is no significance difference between the mean scores of male and female principals on the appropriate strategies that can be adopted by secondary school administrators to ensure effective time management in Kano State. The principals must adopt appropriate strategies in the management of time for staff efficiency and effectiveness as well as students' academic improvement and school development.

Many educational administrators spend a lot of time each day planning, organizing, controlling, communicating, etc. and as such, there is need for good systematic managerial skill to manage their time and duties appropriately for quality job function. This is because no single individual can carry out the institutional management activities successfully without getting stressed up or break down. In line with the findings, Madumere-Obike, Ukala and Nwabueze (2014) are of the opinion that, the strategies for managing time to promote quality administration of educational institutions include: administrators assigning time to every activity of the school appropriately to improve educational standard, organizing

and participating in time management training programmes to promote quality school administration, avoiding unnecessary interruptions within the work hours for proper work delivery, and providing ICT facilities such as computers, projectors, internet, etc. to improve both academic and administrative works in the schools. Also, administrators should be seriously involved in making use of the ICT facilities in teaching/learning, administrative/research activities at the appropriate time, keeping to time schedule for administrative/ academic functions through self-discipline, making academic and administrative planning on educational improvement with time, and creating time to arrange educational documents properly in the office to avoid loss of important documents. Nwabueze (2016) states that time management is seen as ways administrators use their time effectively in carrying out their administrative works without exceeding the fixed calendar. However, time determines the imperativeness of any other resources in accomplishing organization set out objectives and goals. Without time management in the school system, the efficient and effective use of all resources will be impossible.

Conclusion

This study had shown that time management strategies in the school system enhances the achievement of educational goals and objectives. Such educational activities include curriculum planning, allocation of teaching subjects, administration of examinations and the release of students' result. This means that, secondary school principals must put appropriate time management strategies in-place in the administration of their duties for enhanced productivity in the school system.

Recommendations

The following recommendations are made from the findings of this study:

1. Secondary school administrators should structure time appropriately to enhance academic and administrative effectiveness in the school system.
2. Principals of secondary schools should set up administrative priorities at the right time for administrative and academic improvement by increasing administrative efficiency/effectiveness on time management for institutional growth.
3. Principals should see time management as an important tool for scheduling time to every educational activity at the beginning of the 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.
4. Principals should endeavour to execute every decision reached in meetings within the stipulated time to enhance staff and students' productivity.

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