

**PRINCIPALS' TIME MANAGEMENT PRACTICES
IN THE ADMINISTRATION OF SECONDARY
SCHOOLS IN KANO STATE**

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Abstract

This study investigated principals' time management practices in the administration of secondary schools in Kano Metropolis of Kano State. Five research questions and five 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 comprising 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 Principals' Time Management Practices Questionnaire (PTMPQ). The questionnaire was validated and the reliability done with test re-test method and correlated using the Pearson's Product Moment Correlation, yielded an index of 0.99. 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, 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, 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 by increasing administrative efficiency/effectiveness on time management for institutional growth.

Keywords: Principals, time management, time management practices, administration of schools, secondary schools.

Introduction

The entire human life depends on time. Every second in human life counts. Therefore, exploiting time, to fulfill one's ambition in life is very important. Hence, time is ir retrievable, scarce, inelastic, limited and dynamic. It is ir retrievable because any time spent is gone forever. Time is scarce because once spent, cannot be won back, limited because only 24 hours exist in a day and dynamic because it changes and not static. Therefore, managing time well helps in the achievement of goals and objectives. Time management is important for everyone in life. It is the ability for an individual to be able to plan and exercise conscious control over the amount of time spent on specific activities, especially to increase effectiveness and efficiency or productivity. Every profession needs proper time management, in order to accomplish its organizational goals. In view of this, the professional competence of teachers in the discharge of their duties is very important at every level of education. This competence helps in the attainment of the set objectives and goals of education. However, this competence may not be positively translated once the enabling environment for applying it, is lacking and time is one of the environmental factors. The essence of the environmental factor is that, when time is properly managed, the teachers are able to identify tasks to be performed, planning and scheduling of the school activities and placing the activities according to priority. Allocating time to the tasks according to their degree of importance so that these important tasks can be given due attention.

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 in the use of all resources.

Most secondary schools are overwhelmed by different activities and tasks which must be accomplished within some specific time. Activities like morning assembly, lesson time, break time, opening time, closing/dismissal time, time for midterm break, time for holiday, time for prep, time to sleep and wake up, time for sports, etc. must be properly managed, in order to accomplish the objectives. Teaching is not an easy task or profession. It takes time and managing time is one of the biggest challenges for a teacher. No wonder one can deduce that, time is a key intangible resource in the school, which must be an ongoing consideration if the school's stated objective and goals must be achieved. This is because in the school system, when the learners have higher grades, it is believed that, such schools made use of their time effectively, and when the grades are low, it indicates poor learning outcome and time was not well utilized. Time is a

priceless and non-renewable resource that can never be regained. However, any time wasted by the learner, have negative implications on their learning outcome. It also affects the individual life styles, this is because any individual that does not do what he/she is expected to do, at the right time, and when the time is gone, he/she will definitely face frustration in future.

Some administrators are burdened with jobs to be accomplished within specific time, and it becomes more burdensome when these activities are not accomplished within the time frame and it creates more stressful life for the administrator. However, Mullins (2005) points out that, whatever the attributes or qualities of a successful manager, or the qualities of subordinate staff, one essential underlying criterion is the effective use of time. Therefore, time management remains an effective tool for any professional competence and achievement of an organization's set out objectives and goal. To this, Drucker in Bua (2016) emphasizes that, time is a unique resource which cannot be rented, hired or bought. He further stipulated that, time cannot be replaced, and everything requires time, and its supply is totally inelastic. Based on this, one can opine that, in every activity, time is a valuable resource that must be adequately utilized to achieve a set out goal and objective.

In order to eliminate difficulties in attaining stated objectives in school, school administrators must adequately apply time management strategies. However, Ikpitibo (2013) contends that many educationists and schools' administrators have considered time as an important educational resource. As such, the development of time management strategies and knowledge of time management in the school environment requires adequate planning and organization according to priorities.

One of the benefits of time management is that, when time is properly managed, the organizational goals will be easily achieved, with limited resources, which helps to enhance productivity in the organization. School administrators must ensure that schools' planned time schedules are not abused by staff and students. This is because qualities of school activities are improved, through joint effort of both the staff and student. Time management is an important tool for the routine duties of an administrator, students, teachers, staff etc. Every administrator must have a time management plan that will enable him or her to know if he is able to accomplish a given task. More so, time management adequately applied, enhances effective supervision and inspection of schools, and brings out the quality needed. This to a large extent enhances the school process for quality assurance. However, poor time management has been attributed to poor administrative style by some school administrators in handling some specific task.

Literature Review

Concept of Time Management

Time management in the school system could be seen as the art of arranging institutional and individual affairs in sequence such that, the affairs are carried out properly and on time with the less amount of resources (time, energy, money, and people) necessary for institutional productivity. However, it is an art of arranging,

organizing, scheduling, and budgeting one's time for the purpose of generating more effective work and productivity (Adebisi, 2013). As stated by Alan (2009), the key to successful time management is planning and protecting the planned time, which often involves re-conditioning one's environment, and particularly re-conditioning the expectations of others. Time management is all about making changes to the ways one spends time on academic activities. To maintain effective time management in the school system, school administrators have to apply a time management system that will help see where changes needed to be made. However, the first step of time management is to analyze how one can determine what changes he wants to make.

There is the need to manage time effectively, to get a clearer picture of institutional and personal principles as well as core values. Good time management is very essential for coping with the pressures of modern life without experiencing too much stress. Good time management implies that one focuses on the tasks that matter, which will make a difference. Therefore, time management represents the skills, tools, and abilities of doing the right thing at the right time, with minimum effort, and less resources in achieving the educational goals. Time management makes one important and respected, and organizes things around, which result to optimal performance.

There is need for administrators to be conscious of the value of time, and the need to timely use their administrative and interpersonal skills to the benefit of the school. Time is often used to compare the duration of events and activities and an indicator of the need for a change. Time changes as long as we live and engage in daily activities. However, Afolabi and Ogundele (2015) identify time as a priceless and non-renewable resources that when it passes out, can never be renewed or come back again.

Various Ways School Administrators Allocate Time for Academic Timing Programmes

Timing the work is one of the most appealing options needed in an educational institution for the attainment of set goal (Ukala & Nwabueze, 2015). Timing in educational institution includes administrative time, instructional time and learners' time. From administrative and instructional point of view, administrative/academic learning time can be adapted to learners' availability and learning development; while learner's time involves the students' ability to regulate their time-on-task according to their learning time availability, the instructional time requirements, and the flexibility of the learning tasks (Ukala & Nwabueze, 2015).

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. The value of time management lies in the fact that people have too many tasks they need to do but not enough time for the things that they want to do. Time management helps identify needs and wants in terms of their importance and matches them with time and other resources (Joshua, 2008). Time management brings about orderliness and enables one to be more productive and fulfilled.

As an educational manager, time is an important factor needed to enhance various administrative and academic performances. This implies that the way time is being managed in an institution will reflect on its performance either positively or negatively. According to Joshua (2008), the performance of an educational institution is evaluated in terms of the degree of achievement of the institutional goals and objectives at what monetary costs and efficiency. Effective time management is a major challenge educational managers and school administrators in Nigeria are facing today as they have a lot of duties to perform within a limited time.

Time management practices are like the stones and pebbles in the pickle jar of effective time management in the school system. These practices include economic use of principals, teachers and students time for administrative and academic activities. Proper planning for academic session's work and having a school routine, which must be followed by the supervisors, teachers and students for a particular time and period helps in the school management.

For effective time management for institutional performance, school principals as well as teaching staff can decide which tasks fall into the categories of essential tasks, important task and low value tasks by asking, which tasks are most valuable to the institution? (Adebayo & Omojola, 2012). This would keep the pace of progress and growth of the institution going. Oddey (2012) posits that brilliant leaders with vision, determination and focus build such high performing institution that delivers effective services and products to its clients at all times. Such institutions have good time managers who serve as instrument of change through efficient and effective management of time and other educational resources. In such a productive institution, there seem to be renewed rigor and yearning for continuous learning, application of new strategies through research development and growth, taking into consideration the value and essence of time (Lucas & David, 2008). However, administrative and instructional time are tied to every activity of the educational institution. It sets smart goals and measures its successes and failures taking into consideration with time. This significantly designates the importance of time and its positive or negative impact on institutional performance (Ebong, 2012).

Time management in educational institutions is very important because, it helps to take control of many areas of your life. It increases productivity in the institution. Time management makes one become more organized. It helps the staff to utilize time effectively in administrative and academic activities. Time management also helps one gain time for himself for relaxation and do the things he enjoys doing. For effective administration and control, time management skills must be imbibed (Olawolu & Ahaiwe, 2011).

Ekundayo and Kolawole (2013) indicate that, the time management skills needed for quality lesson delivery include: being able to complete their task without interruptions, using new technological devices when they want to construct lesson contents, frequently 'skim-read' memos as soon as they receive them, frequently follow-up the work they have delegated, make a list of things to do each day, and make effort to keep in touch with students personally. According to Olaniyi (1998), a good

time manager is a person who can efficiently manage himself and all his activities within a time range. Manktelow in Akomolafe (2005) submitted that school administrator's managerial abilities should reflect on their time management skills needed for quality lesson delivery. They have to devote available administrative time to immediate administrative tasks and ability occurrences. The heart of time management is concentrated on administrative and academic duties of which time management is one of them. It has been observed that the most common difficulties encountered by some principals of secondary schools in Nigeria include: their inability to organize and plan their work properly, as well as supervise the activities going on in the school system by making use of time effectively.

Nwabueze and Nwokedi (2016) maintain that, the extent to which academic staff manage time for quality teaching delivery in universities include: planning lesson activities within the school calendar before the beginning of the session, facilitating teaching using timetables, attending meetings on ways of improving academic matters at stipulated date/time, attending meetings on time, and avoiding too much argument during meetings. Also, by attending lectures on time, finishing lectures at stipulated time, assigning time to academic functions for effective work delivery, observing time patterns/trends in students' behaviour, promoting good working relationships among teachers/students at the appropriate time, promoting effective skills/knowledge among students at the right time, and promoting teaching/learning understanding using the school timetable. The academic staff do not end meetings at stated time for school improvement, carry out academic activities using computers at the right time, do not readily adjust to the unexpected when necessary (problem solving), and do not reconsider goals/priorities on a regular basis (evaluation).

In educational settings, the general roles of teaching and administrative members include teaching, research and service to the institution as well as professional development and the community improvement (Madumere-Obike, Ukala & Nwabueze, 2013). The extent to which teaching and administrative staff are expected to fulfill these roles depends upon how the particular institution defines its mission with time. Nwabueze (2016) states that, educational administrators have to manage time for successful administrative activities through proper planning of school calendar before the beginning of the session as well as submitting faculty budget on time. They must conduct administrative meetings at stipulated date and time on appropriate school management procedures, as well as forward issues on the agenda to members before meeting date for quick deliberation. They equally must reach specific decisions within the stipulated periods, making sure that administrative activities are carried out and stored using new technological devices, carry out administrative and academic activities using new technological devices on time management, and ensure that meetings end at stated time.

Proper Time Management and Curriculum Coverage

The success of any school administration or educational institutions is how effective school curriculum are planned, organized and implemented, which is the

extent of the curriculum coverage. This depends on the academic programmes at the given time. For instance, school curriculum begins from the first day of resumption. There is always a general time table from the ministry of education.

Curriculum could be seen as a formal academic arrangement and plan for improving learning experiences of students in pursuit of academic degree through teaching and research, which must be guided with time (Madumere-Obike & Nwabueze, 2015). It incorporates the goal of academic learning (skills, knowledge, and attitudes); content (the subject matter in which learning experiences are embedded); sequence (the order in which concepts are presented); learners; instructional methods and activities; instructional resources (materials and settings); evaluation (methods used to assess student learning as a result of academic experiences); and adjustment to teaching and learning experiences/evaluation (Nwabueze, 2011). It is specifically inclusive and dynamic to students' academic improvement through proper teaching, adequate use of instructional methods, proper time management and assessments geared towards the achievement of instructional goals.

It is in this connection that time management becomes an appropriate tool to achieve the school objective by making sure that the curriculum is covered. This is done by allocating appropriate time for each activity; set time for planning by identifying the specific objectives of the curriculum and instructions, and also, organize school and class time table. Madumere-Obike and Nwabueze (2015) state that, proper management of time in the delivery of education curriculum can promote the quality of teaching/learning in Nigeria through: increased participation of teachers in curriculum development to promote students' knowledge, teachers developing the needed teaching competences to promote success in students' programmes, sharing knowledge and ideas with students to prepare them to face the global challenges, and improve higher education curriculum to promote value orientation and students' enhancement access. They equally state that, constant touch with current trends in knowledge to promote effective and positive students' learning, quality teaching based on the improved curricula to create greater chance of continuing success in students' achievement, and curriculum improvement to give students the opportunity to develop capacities for high quality learning help to promote hard-work and competition among students after school.

Use of Time Management in the Conduct of Examinations

Examination is described by Fagbamiye (1998) as a tool for measuring and judging the standard of education in any country. Uduh (2009) defines examination as the process of finding out how much of the objectives of specific tasks a learner has learnt, which determines the level of achievement such a learner has attained. Examinations could be internally or externally conducted. Internal examinations are usually developed and administered by schools using teacher-made tests. These could be conducted on weekly, termly or end of the school-year. External examinations are developed and administered by public examinations' bodies. The public examinations' bodies in Nigeria include West African Examinations Council (WAEC), the National

Examinations Council (NECO), the National Business and Technical Examinations Board (NABTEB), and the Joint Admission and Matriculation Board (JAMB) among others.

The poor performance of students in these examinations had been largely attributed to poor management of time and instructional resources among the principals. It appears that most principals fail to monitor, and disseminate current information on educational issues and modern teaching techniques to teachers in the schools as regards to time schedule. The inability of some principals to prepare time table and schedule time to every school activity, encourage team spirit among teachers, poor human relations with teachers and inconsistent classroom visitations are all hindrance to effective teaching and learning, which eventually affect the academic performance of students negatively. However, principals can significantly contribute to the academic performance of students if attention is given to instructional time, teaching, instructional methods, class management, size of the school, patterns of discipline and characteristics of school climate (Olaleye, 2013). A principal who properly exercises his or her leadership responsibility enables the staff and students realize good academic achievement. Hence, effective time management is a prime contributory factor in achievement of school objectives (Chitiavi, 2002).

Emaikwu (2012) states that, educational institutions are expected to conduct achievement tests regularly to be able to establish the desired characteristics of their examinees. Testing has become one of the most important parameters by which a society adjudges the product of educational system. The essence of testing is to reveal the latent ability of examinee. Examination as a part of evaluation is aimed at determining a learner's level of skill acquisition or intellectual competence and understanding after a given training. Evaluation usually enables the teacher to be effectively ready for further teaching as this form of evaluation is often regarded as a feedback. But when examination is not properly conducted and the results accurately released, the expected feedback may not result. Consequently, the result of such evaluation leads to wrong decision and judgment which affect the teacher, the learner, the entire education industry as well as the society (Emaikwu, 2012). A reality that cannot be ignored is that, no matter how lofty, enviable, laudable, gigantic the education goals are, and relevant the school curriculum is organized; if no provision is made for accurate evaluation and reportage of learning progress, all these efforts will amount to a wasteful venture (Duze, 2011). Examination could be conducted for the purpose of selection, classification, placement, promotion and certification. For examination to be valid and reliable it has to be administered under conducive and uniform conditions where examinees are made to adhere to stipulated rules and regulations.

Time management is a set of principles, practices, skills, tools and systems that work together to help get more value out of time with the aim of improving the quality of life. According to Akomolafe (2011) time management is the art of arranging organizing, scheduling, and budgeting one's time for the purpose of generating more effective work and productivity. Time management can be seen as making use of one's time, so that the person involved can handle all his responsibilities, without giving to the

misery of procrastination (Akomolafe & Oluwatimehin, 2013). Time management could be perceived as the development of a process and tools that helps someone to be more productive and efficient. Thinking about time management is to ensure that objectives are accomplished within a time limit.

Time management saves resources, space and conflict resolutions in use of scarce resources, enabling the administrators to solving school pressing needs (Ugwulashi, 2013). Time table schedule is the instrument in achieving complete execution of school activities without conflicts among staff and students by the administrator. Classrooms are assigned particular subjects and teachers in given periods and duty roles are assigned to different teachers to perform respectively and periods assigned to other extracurricular activities like sports, labour, prep, devotion, debate and other social gatherings all require effective time management process.

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. Since time management is holistic, the administrators must be able to manage their time, student, staff and teachers, so that the school's aims and objectives can be achieved. 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 do not 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 administrators' poor time management and lack of control of time wasters have also affected the use of their time resource and productivity level. Time is a resource that can be managed, and administrators must learn how to manage this time effectively. Based on the desire to understand the application of time management in schools, the researcher tends to investigate time management for administration of secondary schools in Kano State.

Aim and Objectives of the Study

The aim of this study is to investigate principals' time management practices in the administration of secondary schools in Kano State. Specifically, the objectives of the study include to:

1. examine the various ways secondary school administrators allocate time for academic programmes in Kano State.

2. ascertain the ways proper time management can enhance curriculum coverage in secondary schools in Kano State.
3. determine the extent to which secondary school administrators manage time in the conduct of examination in Kano State.

Research Questions

The following research questions guided the study:

1. In what ways do secondary school administrators allocate time for academic programmes in secondary schools in Kano State?
2. How can proper time management enhance the curriculum coverage in secondary schools in Kano State?
3. What is the extent to which secondary school administrators manage time in the conduct of examinations in secondary schools in Kano State?

Hypotheses

The following hypotheses were tested at 0.05 level of significance:

1. There is no significance difference between the mean scores of principals in urban and rural areas on the ways secondary school administrators allocate time for academic programmes in secondary schools in Kano State.
2. There is no significant difference between the mean scores of male and female principals on the ways proper time management can enhance the curriculum coverage in secondary schools in Kano State.
3. There is no significant difference between the mean scores of principals in urban and rural areas on the extent to which secondary schools administrators manage time in the conduct of examinations 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. A sample size of 175 principals was drawn using stratified random sampling technique representing 31.6% of the population. The schools were stratified into rural and urban areas from which principals were drawn from the strata. However, 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 "Principals' Time Management Practices Questionnaire" (PTMPQ) which was designed and developed by the researchers. The

instrument was validated and reliability was determined through test-retest method and calculated with Pearson’s Product Moment Correlation. This yielded an index of 0.99. The modified four-point likert scales of strongly agree, agree, disagree and strongly disagree were adopted to gather the information relevant for data analysis. After administering 175 copies of the instrument to respondents, 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.

Results

Research Question One: In what ways do secondary school administrators allocate time for academic programmes in Kano State?

Table 1: Mean scores of principals in rural and urban areas on the ways secondary school administrators allocate time for academic programmes in Kano State

S/N	Ways administrators allocate time for academic programmes include:	Rural (49)		Urban (121)		Mean Set	Decision
		Mean	St.D	Mean	St.D		
1	Administrators planning time for every academic function before the beginning of every term	3.80	0.89	3.81	0.56	3.81	Agreed
2	Assigning time to academic activities using time table	3.94	0.87	3.79	0.57	3.87	Agreed
3	Making time for supervision of academic progress	2.33	1.10	2.42	0.69	2.38	Disagreed
4	Allocating time to every subject during examination period using time table	3.57	0.92	3.72	0.57	3.65	Agreed
5	Creating time for the supervision of examinations	3.65	0.91	3.65	0.58	3.65	Agreed
6	Giving teaching staff time to mark students’ scripts	3.20	0.97	3.27	0.61	3.24	Agreed
7	Specifying time to record and publish students’ results	3.27	0.96	3.37	0.60	3.32	Agreed
Aggregate Mean Scores and St.D		3.39	0.95	3.43	0.60	3.41	Agreed

Data on Table 1 present the mean scores and standard deviation derived from principals’ opinion in secondary schools in rural and urban areas on the ways administrators allocate time for academic programmes in Kano State. The respondents agreed on items 1, 2, 4, 5, 6, and 7 in the table with high mean scores above the mean criterion of 2.50, and disagreed on item 3 with low mean score below the mean criterion. 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 3.39 and 3.43 respectively for principals indicate that, the

ways administrators allocate time for academic programmes in Kano State include: planning time for every academic function before the beginning of every term, assigning time to academic activities using time table, allocating time to every subject during examination period using time table, creating time for the supervision of examinations, giving teaching staff time to mark students' scripts, and specifying time to record and publish students' results. The low mean score on item 3 signifies that, administrators do not create time for supervision of academic progress.

Research Question Two: How can proper time management enhance the curriculum coverage in secondary schools in Kano State?

Table 2: Mean scores of male and female principals on how proper time management can enhance the curriculum coverage in secondary schools in Kano State

S/N	Ways proper time management can enhance the curriculum coverage in secondary schools include:	Male (100)		Female (70)		Mean Set	Decision
		Mean	St.D	Mean	St.D		
8	Proper time management helps in planning lesson activities within the school calendar	3.15	0.69	3.33	0.80	3.24	Agreed
9	It assists in the facilitation of instructional activities	3.45	0.66	3.49	0.78	3.47	Agreed
10	It necessitates the improvement of academic programmes at stipulated date and time	3.50	0.65	3.40	0.79	3.45	Agreed
11	Enhances the opportunity for knowledge building/ creativity	3.05	0.70	3.14	0.82	3.10	Agreed
12	Enhances teaching staff ability to transfer knowledge	3.10	0.69	3.26	0.81	3.18	Agreed
13	Improves students' involvement in classroom activities	3.33	0.67	3.37	0.79	3.35	Agreed
14	Promotes effective work skills among students at the right time	3.28	0.67	3.54	0.77	3.41	Agreed
15	Encourages effective teaching skills among staff for knowledge transfer at the right time	3.30	0.67	3.36	0.79	3.33	Agreed
Aggregate Mean Scores and St.D		3.27	0.67	3.36	0.79	3.32	Agreed

Data on Table 2 present the mean scores and standard deviation derived from the opinion of male and female principals in rural and urban areas on how proper time management can enhance the curriculum coverage in secondary schools 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 3.27 and 3.36 respectively for principals indicate that, the ways proper time management can enhance the curriculum coverage in secondary schools in Kano State include: helping in planning lesson activities within the school calendar, assisting in the facilitation of instructional activities, necessitating the improvement of academic programmes at stipulated date and time, enhancing the opportunity for knowledge building/creativity, enhancing teaching staff ability to transfer knowledge, improving students' involvement in classroom activities, promoting effective work skills among students at the right time, and encouraging effective teaching skills among staff for knowledge transfer at the right time.

Research Question Three: What is the extent to which secondary school administrators manage time in the conduct of examinations in Kano State?

Table 3: Mean scores of principals in rural and urban areas on the extent to which secondary school administrators manage time in the conduct of examinations in Kano State

S/N	Extent to which administrators manage time in the conduct of examinations include:	Rural (49)		Urban (121)		Mean Set	Decision
		Mean	St.D	Mean	St.D		
16	Administrators fixing time for examination appropriately	3.14	0.98	3.57	0.59	3.36	Great Extent
17	Allocating time to every subject during examination period using time table	3.78	0.89	3.63	0.58	3.71	Great Extent
18	Ensuring that teachers follow the examination time table as scheduled	3.29	0.96	3.07	0.63	3.18	Great Extent
19	Creating time for the supervision of examinations to ensure that teachers participate fully in the conduct of the examination	2.71	1.04	2.74	0.66	2.73	Moderate Extent
20	Encouraging the teachers to mark their scripts on time	3.39	0.94	3.54	0.59	3.47	Great Extent
21	Mapping out staff to assist in the compilation/ release of results on time	3.04	0.99	3.27	0.61	3.16	Great Extent
22	Maintaining good record keeping of students' results	3.49	0.93	3.60	0.58	3.55	Great Extent
Aggregate Mean Scores and St.D		3.26	0.96	3.35	0.61	3.31	Great Extent

Data on Table 3 present the mean scores and standard deviation derived from principals' opinion in secondary schools in rural and urban areas on the extent to which secondary school administrators manage time in the conduct of examinations in Kano State. The respondents agreed on all the items in the table to a great extent 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 3.26 and 3.35 respectively for principals in rural and urban areas indicate that, the extent to which secondary school administrators manage time in the conduct of examinations in Kano State is very high, which include: fixing time for examination appropriately, allocating time to every subject during examination period using time table, ensuring that teachers follow the examination time table as scheduled, creating time for the supervision of examinations to ensure that teachers participate fully in the conduct of the examination, encouraging the teachers to mark their scripts on time, mapping out staff to assist in the compilation/ release of results on time, and maintaining good record keeping of students' results.

Test of Hypotheses

1. There is no significant difference between the mean scores of principals in urban and rural areas on the ways secondary school administrators allocate time for academic programmes in Kano State.

Table 4: z-test analysis on the difference between the mean scores of principals in urban and rural areas on the ways secondary school administrators allocate time for academic programmes in Kano State

Location of Principals	N	Mean	St.D	Df	z-calculated Value	z-critical value	Decision
Rural	49	3.39	0.95	168	- 0.274	±1.962	Accepted
Urban	121	3.43	0.60				

Data on Table 4 present the z-test analysis on the difference between the mean scores of principals in urban and rural areas on the ways secondary school administrators allocate time for academic programmes in Kano State. From the analysis, it was seen that the z-calculated value of $- 0.274$ 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 principals in urban and rural areas on the ways secondary school administrators allocate time for academic programmes in Kano State.

2. There is no significant difference between the mean scores of male and female principals on the ways proper time management can enhance the curriculum coverage in secondary schools in Kano State.

Table 5: z-test analysis on the difference between the mean scores of male and female principals on the ways proper time management can enhance the curriculum coverage in secondary schools in Kano State

Gender	N	Mean	St.D	Df	z-calculated Value	z-critical value	Decision
Male	100	3.27	0.67	168	- 0.779	±1.962	Accepted
Female	70	3.36	0.79				

Data on Table 5 present the z-test analysis on the difference between the mean scores of male and female principals on the ways proper time management can enhance the curriculum coverage in secondary schools in Kano State. From the analysis, it was seen that the z-calculated value of $- 0.779$ 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 ways proper time management can enhance the curriculum coverage in secondary schools in Kano State.

- There is no significant difference between the mean scores of principals in rural and urban areas on the extent to which secondary schools administrators manage time in the conduct of examinations in Kano State.

Table 6: z-test analysis on the difference between the mean scores of principals in urban and rural areas on the extent to which secondary schools administrators manage time in the conduct of examinations in Kano State

Location of Principals	N	Mean	St.D	df	z-calculated Value	z-critical value	Decision
Rural	49	3.26	0.96	168	- 0.615	±1.962	Accepted
Urban	121	3.35	0.61				

Data on Table 6 present the z-test analysis on the difference between the mean scores of principals in urban and rural areas on the extent to which secondary schools administrators manage time in the conduct of examinations in Kano State. From the analysis, it was seen that the z-calculated value of $- 0.615$ 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 principals in urban and rural areas on the extent to which secondary schools administrators manage time in the conduct of examinations in Kano State.

Discussion of Findings

Ways administrators allocate time for academic programmes

The findings of this study revealed that, the ways administrators allocate time for academic programmes in Kano State include: planning time for every academic function before the beginning of every term, assigning time to academic activities using time table, allocating time to every subject during examination period using time table, creating time for the supervision of examinations, giving teaching staff time to mark students' scripts, and specifying time to record and publish students' results. The low mean score on item 3 signifies that, administrators do not create time for supervision of academic progress. The test of hypothesis one acknowledges that, there is no significant difference between the mean scores of principals in urban and rural areas on the ways secondary school administrators allocate time for academic programmes in Kano State. Principals in secondary schools in rural and urban areas maintained that time must be properly allocated to every instructional programme in the school system to ensure academic progress and students' productivity. Ukala and Nwabueze (2015) state that, timing the work is one of the most appealing options needed in an educational institution for the attainment of set goal. Time management in educational institutions is very important because, it helps to take control of many areas of school activities/programmes, increases productivity, makes staff more organized, and helps them utilize time effectively in administrative and academic activities. In line with the findings, Nwabueze and Nwokedi (2016) were of the opinion that, the extent administrators manage time for quality school administration include: planning school calendar before the beginning of the session, submitting faculty budget on time, administrative meetings commencing at stipulated date and time, avoiding too much argument during meetings, administrators assigning time to administrative functions for effective work delivery and administrators manage time by setting goals of the institutions on time.

Ways proper time management can enhance curriculum coverage

The findings of this study also revealed that, the ways proper time management can enhance the curriculum coverage in secondary schools in Kano State include: helping in planning lesson activities within the school calendar, assisting in the facilitation of instructional activities, necessitating the improvement of academic programmes at stipulated date and time, enhancing the opportunity for knowledge building/creativity, enhancing teaching staff ability to transfer knowledge, improving students' involvement in classroom activities, promoting effective work skills among students at the right time, and encouraging effective teaching skills among staff for knowledge transfer at the right time. The test of hypothesis two acknowledges that, there is no significant difference between the mean scores of male and female principals on the ways proper time management can enhance the curriculum coverage in secondary schools in Kano State. The principals were of the opinion that, proper management of time gives the staff the opportunity to achieve wider coverage of the school curriculum with major impact on students' productivity and institutional development. In line with the findings, Madumere-Obike and Nwabueze

(2014) state that, proper management of time in the delivery of education curriculum can promote the quality of teaching/learning in Nigeria through: increased participation of teachers in curriculum development to promote students' knowledge, and improved higher education curriculum to promote value orientation and students' enhancement access.

Ekundayo and Kolawole (2013) indicate that, time management skills enhance quality lesson delivery, which include: being able to complete their task without interruptions, using new technological devices when they want to construct lesson contents, frequently 'skim-read' memos as soon as they receive them, frequently follow-up the work they have delegated, making a list of things to do each day, and making serious effort to keep in touch with students personally. According to Madumere-Obike and Nwabueze (2014), curriculum is a formal academic arrangement and plan for improving learning experiences of students in pursuit of academic degree through teaching, administration and research, which must be guided with time. It incorporates the goal of academic learning (skills, knowledge, and attitudes); content (the subject matter in which learning experiences are embedded); sequence (the order in which concepts are presented); learners; instructional methods and activities; instructional resources (materials and settings); evaluation (methods used to assess student learning as a result of academic experiences); and adjustment to teaching and learning experiences/evaluation.

Extent to which administrators manage time in the conduct of examinations

The findings of this study equally revealed that, the extent to which secondary school administrators manage time in the conduct of examinations in Kano State is high, which include: fixing time for examination appropriately, allocating time to every subject during examination period using time table, ensuring that teachers follow the examination time table as scheduled, creating time for the supervision of examinations to ensure that teachers participate fully in the conduct of the examination, encouraging the teachers to mark their scripts on time, mapping out staff to assist in the compilation/ release of results on time, and maintaining good record keeping of students' results. The test of hypothesis three acknowledged that, there is no significant difference between the mean scores of principals in urban and rural areas on the extent to which secondary schools administrators manage time in the conduct of examinations in Kano State. This implies that principals from rural and urban areas expressed the need for proper management of time in the conduct of examinations as this would help the students to utilize their time as expected with positive academic performance and study achievement. Emaikwu (2012) states that, educational institutions are expected to conduct achievement tests and examinations regularly to be able to establish the desired characteristics of their examinees or students. Testing has become one of the most important parameters by which a society adjudges the product of educational system. The essence of testing is to reveal the latent ability of examinee. Examination as a part of evaluation is aimed at determining a learner's level of skill acquisition or intellectual competence and understanding after a given training.

Examination could be conducted for the purpose of selection, classification, placement, promotion and certification. For examination to be valid and reliable it has to be administered under conducive and uniform conditions where examinees are made

to adhere to stipulated rules and regulations. In school system, time is regulated and managed through the use of time table for academic progress and students' progress, which are determined through examinations (Nwabueze, 2016). Time table is a specific and systematic arrangement of time schedule according to specific activity taking place in the school system (academic or administrative activities). It is used to show the uniqueness of activity in every educational institution for individual growth and school development. It helps in achieving positive students' performance and personal growth through teaching and examinations.

Conclusion

This study had shown that time management 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 management of time 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 allocate time to every subject during examination period using time-table, and as well create time for proper supervision of examinations to avoid the involvement of students in examination malpractices.
5. Principals should ensure that teachers perform their duties after examinations by giving teaching staff time to mark students' scripts, and specifying time to record and publish students' results.

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