

**APPLICATION OF TIME MANAGEMENT STRATEGIES TO THE
ADMINISTRATION OF PUBLIC SENIOR SECONDARY SCHOOLS IN KOGI
STATE, NIGERIA**

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NOVEMBER, 2022

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**BEING A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
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AHMADU BELLO UNIVERSITY, ZARIA**

NOVEMBER, 2022

DECLARATION

I declare that this Dissertation titled, “APPLICATION OF TIME MANAGEMENT STRATEGIES TO THE ADMINISTRATION OF PUBLIC SENIOR SECONDARY SCHOOLS IN KOGI STATE, NIGERIA” is as a result of my personal research work. It has never been presented anywhere for the purpose of the award of a higher degree or any other diploma certificate in Ahmadu Bello University or elsewhere. All sources of information are dully acknowledged by means of references.

ABDUSSALAM, Jamiu Abdullah
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CERTIFICATION

This Dissertation titled, “APPLICATION OF TIME MANAGEMENT STRATEGIES TO THE ADMINISTRATION OF PUBLIC SENIOR SECONDARY SCHOOLS IN KOGI STATE, NIGERIA” by ABDUSSALAM, Jamiu Abdullah, meets the regulations governing the award of Master Degree in Educational Administration and Planning of Ahmadu Bello University, Zaria, Nigeria is approved for its contributions to knowledge and literary presentation.

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DEDICATION

This Dissertation is dedicated to my late mother, Mal. Muneerah AbdurRahman Jatto, who laid the foundation of my educational career but did not live to witness this moment. May Allaah continue to have mercy on her soul and make al-Jannatul Firdaws her final abode, Ameen.

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ABBREVIATIONS

WAEC - West African Examinations Council

NECO – National Examinations Council

UBE - Universal Basic Education

FMOE – Federal Ministry of Education

SMOE – State Ministry of Education

SUBEBs – State Universal Basic Education Boards

LGEA – Local Government Education Authority

ICT – Information and Communication Technology

SSSC - Senior Secondary School Certificate

SPSS - Statistical Package for Social Sciences

ANOVA- Analysis of Variance

UNESCO - United Nations' Educational, Scientific and Cultural Organization

PTA – Parents' Teachers' Association

ATMSAPSSSQ – Application of Time Management in the Administration of Public Senior
Secondary Schools Questionnaire

PPEB- Post Primary Education Board

PASPTCQ- Principal Administrative Strategies for Promoting Teachers' Commitment
Questionnaire

CTMS- Classroom Time Management Strategies

ABSTRACT

This study was carried out to assess the “Application of Time Management Strategies to the Administration of Public Senior Secondary Schools in Kogi State, Nigeria”. Six objectives were set to assess the Application of appropriate schedule of School Activities to the Administration of Public Senior Secondary Schools, assess the Application of Time Allocation to the Administration of Public Senior Secondary Schools, assess the Application of Organization of Termly Planned School Activities to the Administration of Public Senior Secondary Schools, assess the Application of Delegation of Responsibilities to the Administration of Public Senior Secondary Schools, assess the Application of management of time wasters to the Administration of Public Senior Secondary Schools and assess the Application of supervision of School Activities to the Administration of Public Senior Secondary Schools in Kogi state Nigeria. Six research questions were raised in line with the objectives and the hypotheses. Relevant literatures were reviewed on the key variables of the study. Descriptive survey design was adopted for investigation and collection of data. The population of the study comprised 305 principals, 2,022 teachers and 246 MOE officials; making a total of 2,573 respondents. The researcher adopted Research Advisor (2006) to determine the sample size of 46 principals, 256 teachers and 31 MOE officials. Making a total of 333 that was used for the study. The instrument used was structure questionnaire titled, ‘Application of Time Management Strategies to the Administration of Public Senior Secondary Schools Questionnaire (ATMSAPSSSQ) for principals, teachers and Ministry of Education Officials (MOE) to collect relevant data. The instrument was validated by the researcher’s supervisors. Pilot study was conducted that yielded reliability coefficient of 0.713. Six (6) hypotheses were formulated and tested using Analysis of Variance (ANOVA). Descriptive Statistics of frequency counts mean scores and standard deviation were used for research questions, while the information collected through the questionnaire was analyzed using statistical package for social science (SPSS). The results showed that, principals devoted enough time to scheduled activities that helped them to build professional reputation in the schools appropriately. Also, principals often allocate time to some emergency cases in the public senior secondary schools in Kogi State. It was revealed that principals followed up on the responsibilities delegated to the staff to ensure that the desired objectives are achieved. The study concluded that, application of time management strategies in the school administration enhanced the achievement of educational set goals and objectives. Such educational activities include curriculum planning, allocation of teaching subjects, administration of examinations and the release of students’ result. The study also concluded that, principals created accountability, meaning that teachers must be answerable for the tasks which they authorized to carry out in the public senior secondary schools in Kogi state, Nigeria. The study recommended that, teachers should spend adequate time for learning activities of communities’ practice. Regular and fixed time should be allocated for communities’ practice such that teachers will have enough time to collaborate with the communities. Teachers should meet, at least once in a week, for a minimum of an hour in schools for communities’ practice. There should be constant sponsored workshops and seminars for both the principals and teachers separately to enable them become skillful on the expectations of the supervision of instruction in secondary schools.

Operational Definition of Terms

1. **Management:** This is a range of activities directed towards the maintenance of a social group in its efforts to achieve organizational objectives.
2. **Time:** Various occasions or moments earmarked for different activities in the school system.
3. **Time allocation:** This is the time allocated to school activities which includes; assembly time, instruction time, short-break time, long-break time, extra-curricular activities time, staff briefing time, examination time, open-day time, and closure time.
4. **Organization of Termly Planned School Activities:** These include; teaching and learning, extra-curricular activities, long planned activities, short planned activities, academic activities and administrative activities.
5. **Time Management:** The moments specified for different activities directed towards the maintenance of a social group in its efforts to achieve organizational goals.
6. **Strategies:** It is a group of self and individual decisions taken by the individual on how to achieve the objectives of an organization.
7. **Appropriate Schedule of School Activities:** This will show the activities to be carried out in a day and at the same time, the activities assigned to the staff daily which can be called daily routine.
8. **Delegation of Responsibilities:** Includes; allowing assistants to supervise some school activities and delegating authority and responsibility to the right person.
9. **Management of External Time Wasters:** This includes; unnecessary personal phone calls, wasting much time with drop-in visitors, involving in routines and details that should have been delegated.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

At the secondary level of education, the principal is the chief executive officer of the school who is responsible for effective management of school resources for the actualization of stated goals and objectives. Time is a valuable and irreversible abstract resource available for human progression. Whatever achievement, and biological growth of man is accomplished with time. It is imperative to every individual, organization and the society at large. Thus, must be effectively managed. Since time is always the most important resource available, it must be exploited efficiently.

Time management is very important for everyone. It is the ability to produce and follow a schedule, meet deadlines, prioritize and minimize distractions and unimportant tasks. It includes managing time wisely so that tasks and projects can be done effectively and efficiently. Of course, time management skills are essentially for effective people in the world of work like school organization or even day to day activities. A good time manager is a person who can efficiently manage himself and all his activities within a time range stipulated for the task. Hence, school administrator's managerial abilities expected to reflect on their time management skills. They may then, devote available administrative time to immediate administrative tasks and ability occurrences. The heart of time management is concentration on results and not on being busy. In addition, time management has become one of the basic criteria that are taken in identifying and assessing the effectiveness of administration and management and their success and when we talk about time, we mean self-management.

Any formal effort geared towards the realization of set goals using human, material and financial resources is termed administration. Administration can be a discipline concerned with facilitating the accomplishment of goals through systematic utilization of available human and material resources. School administration is defined as the arrangement of human and material resources and programmes available to education for the attainment of

educational objectives. It holds that school administration involves a systematic utilization of available human and material resources to implementing educational programmes within the guidelines of educational policies in order to achieve the goals of education. Secondary school is the intermediate level of education, which is an inevitable bridge between the primary school and higher institution. It can only be productive if there is effective and efficient management of human and material resources available to it.

Besides, administrators can make good use of their time by reducing their time wasters. Ajayi (2007) defined a time waster as something that occurs in the day that is not necessary to the day or an activity that consumes more than necessary time. Akomolafe (2005) listed the following as time wasters: telephone interruptions, drop-in visitors, conversation with colleagues, unscheduled meetings among others. The principal is the chief administrator of the secondary level of education who should always discharge his or her duties in a timely manner for overall effective administration.

1.2 Statement of the Problem

Principal, as the school Administrator has responsibilities to ensure quality and timely delivery of educational services. The successful achievement of goals in secondary school depends on the ability of school administrator to manage school time and other limited resources. However, Akinfolarin (2017) observed that there are cases of inadequate extracurricular activities, lack of coverage of scheme of work and inability to meet school targets which may be due to principals' and teachers' time waste during meetings, irrelevant assembly activities, irregular break time and poor delegation of responsibilities in secondary schools.

However, in public senior secondary schools in Kogi State, there are cases of inadequate extracurricular activities, lack of coverage of scheme of work and inability to meet school targets which may be due to principals' and teachers' time waste during meetings, irrelevant assembly activities, irregular break time and poor delegation of responsibilities among others as observed by the researcher.

It has been observed that the most common difficulties encountered by some principals of public senior secondary schools in Kogi state are their inability to organize school activities and plan their work properly. It is not uncommon in some public senior secondary schools in Kogi state to see principals having standing meetings with members of staff every day after morning assembly. This tends to waste the teachers' time in attending to the first periods. These principals also waste their own precious time as there are some other pressing issues waiting for them in their offices. In Kogi state public senior secondary schools, it has also been noted that some principals attend to issues that should have been handled after their corporate hours. Such issues include unnecessary personal phone calls, wasting much time with drop-in visitors, involving in routines and details that should have been delegated. Premised on these problems, the study aimed at determining the application of time management strategies in the administration of Public senior secondary schools in Kogi State.

1.3 Objectives of the Study

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

1. Determine the Application of Time Allocation to the Administration of Public Senior Secondary Schools in Kogi State;
2. Determine the Application Organization of Termly Planned School Activities to the Administration of Public Senior Secondary Schools in Kogi State;
3. Determine the Application of Appropriate Schedule of School Activities to the Administration of Public Senior Secondary Schools in Kogi State;
4. Determine the Application of Delegation of Responsibilities to the Administration of Public Senior Secondary Schools in Kogi State;
5. Determine the Application of Management of Time Wasters to the Administration of Public Senior Secondary Schools in Kogi State; and

6. Determine the Application of Supervision of School Activities to the Administration of Public Senior Secondary Schools in Kogi state.

1.4 Research Questions

The following research questions were asked to guide the study:

1. What is the level of Application of Time Allocation to the Administration of Public Senior Secondary Schools in Kogi State?
2. In what way is the Organization of Termly Planned School Activities applied to the Administration of Public Senior Secondary Schools in Kogi State?
3. How is Appropriate Schedule of School Activities applied to the Administration of Public Senior Secondary Schools in Kogi State?
4. To What extent is delegation of responsibilities applied to the administration of public senior secondary schools in Kogi State?
5. What is the level of Application of Management of Time Wasters to the Administration of Public Senior Secondary Schools in Kogi state?
6. What is the level of Application of Supervision of School Activities to the Administration of Public Senior Secondary Schools in Kogi state?

1.5 Hypotheses

In line with the research questions, the following null hypotheses were formulated for the study:

H₀₁: There is no Significant Difference in the Opinions of Principals, Teachers and Inspectorson the Application of Appropriate Time Allocation to the Administration of Public Senior Secondary Schools in Kogi State;

H₀₂: There is no Significant Difference in the Opinions of Respondents on the Application of Organization of Termly Planned School Activities to the Administration of Public Senior Secondary Schools in Kogi State;

H0₃: There is no Significant Difference in the Opinions of Respondents on the Application of Appropriate Schedule of School a Activities to the Administration of Public Senior Secondary Schools in Kogi State;

H0₄: There is no Significant Difference in the Views of Respondents on the Application of Delegation of Responsibilities to the Administration of Public Senior Secondary Schools in Kogi State;

H0₅: There is no Significant Difference in the Opinions of Respondents on the Application of Management of Time Wasters to the Administration of Public Senior Secondary Schools in Kogi State; and

H0₆: There is no Significant Difference in the Opinions of Respondents on the Application of Supervision of School Activities to the Administration of Public Senior Secondary in Kogi State.

1.6 Basic Assumptions

The study on assumption that:

1. There is adequate Application of Time Allocation to the Administration of Public Senior Secondary Schools in Kogi State;
2. Termly Planned School Activities are well organized in the Administration of public Senior Secondary Schools in Kogi State;
3. School Activities are appropriately scheduled based on Secondary School set goals in Kogi State;
4. Responsibilities are duly delegated to capable Staff in the Administration of Public Senior Secondary Schools in Kogi State;
5. There is no Application of Adequate Management of Time Waster to the Administration of Public Senior Secondary Schools in Kogi State; and

6. There is no adequate Application of Supervision of School Activities to the Administration Public Senior Secondary School in Kogi State.

1.7 Significance of the Study

Principals cannot have administrative effectiveness in public senior secondary schools without time management strategies. The research work is intended to educate Kogi state public senior secondary schools' stakeholders towards the importance of application of time management strategies to the administration of public senior secondary schools. The study will benefit: Principals, Teachers, Ministry of Education Officials, General Public, and finally, the study will benefit researchers since the research will for a data base for their publications in local, national and international levels.

Principals: It is expected that the outcome of this research would help the school principals in developing adequate strategies for effective management of allocated time to all school activities and take time management strategies more serious as this will determine how far has the school aims and objectives been achieved because time management strategies is very important in school system.

Teachers: The outcome of this research would help to educate teachers on application time management strategies during teaching and learning by setting priorities, strictly adhere to their lesson plans and avoid time wasters so as to meet up with school target by having adequate coverage of scheme of work.

Ministry of Education Officials: The result of the research will expose the planning unit of Kogi State ministry of education and school inspectorate to the importance of time management strategies. This will be of help to them while making policy and scheduling their activities before and during visitation to schools for inspection and planning of activities based on the relevance of the activities to the national goals of education.

General Public: It is expected that the result of this research would enlighten the public on the importance of time management strategies, how it affects the school organization and the out-put of the secondary schools to the immediate society at the end of the day.

Finally, the study will benefit researchers since the research will for a database for their publications in local, national and international levels, especially other researchers who intend to work on similar topic would find the outcome of this study a reference point.

1.8 Scope of the Study

Time management is an important aspect of school administration, which is central to school goal achievement. The research is limited to public senior secondary schools in Kogi State, Nigeria. As such, the research work covered the following areas; application of time allocation to the administration of public senior secondary schools, application of organization of termly planned school activities, application of appropriate schedule of school activities, application of delegation of responsibilities, application of management of external time wasters and application of supervision of school activities, since the problem of the research generated from senior secondary schools.

CHAPTER TWO

REVIEW OF RELATED LITERATURES

2.1 Introduction

This chapter provides a description of the literature reviewed and the theories that guides the study. The study presents different reviewed materials which are related to the topic at hand to understand what others have done or argued about application of time management strategies to the administration of public senior secondary schools. The study also presents the conceptual framework which was developed from the literature reviewed as well as the knowledge developed from the review. The chapter is organized under the following sub-headings; Conceptual Framework, Theoretical Framework, Application of Time Allocation to the Administration of Public Senior Secondary Schools, Application of Delegation of Responsibilities to the Administration Public Senior Secondary Schools, Application of Internal Supervision of School Activities to the Administration of Public Senior Secondary Schools, Application of Management of ExternalTime to the Administration of Public Senior Secondary Schools, Application of Appropriate Schedule of School Activitiesto the Administration of Public Senior Secondary Schools, Application of Organization of Termly Planned School Activities to the Administration of Public Senior Secondary Schools, Empirical Studies, and Summary.

2.2 Conceptual Framework

The conceptual framework of this study is expatiated under theheadings such as meaning of time, meaning of management, meaning of time management, time management strategies, administration and school administration.

2.2.1 Meaning of Time

Time is one of the resources that an administrator needs to manage efficiently in order to achieve administration goals. The school administrator who coordinates the activities of staff and students must be able to manage his time very well in order to accomplish the aims

and objectives of the school. However, what makes time different from other resources used in an organization is that it cannot be accumulated or stockpiled like machines and raw materials replaced like a man. Time is irretrievable. All it entails is its effective management for organizational success. The concept of time has been discussed in a variety of ways by many authors throughout the ages. Plato stated that time is the principle of order in nature's world, while Aristotle perceived time as the simplest measurement of motion (Drucker, 1996). Furness (2006), viewed time as the commodity that is unbiased to all in equal amounts, does not cost anything monetarily, and is completely at peoples' disposal. He noted that the main difference between people is the way each person uses the time that is available. Acknowledging that peoples' different uses of time is crucial, Fink and Brayman (2006), stressed that the mistake most people make is to believe that if they operate at a hectic pace they can accomplish more. But rushing people, diminish the quality of work instead of feeling accomplishment, they become confused, disappointed, frustrated and worst of all, apathetic.

Time utilization, to Adedeji (1998), could be explained within the framework of doing the right thing at the right time in the workplace. For effective classroom management and control, time management skills must be imbibed.

2.2.2 Meaning of Management

Management is in broad interpretation divided into marketing, entrepreneurship, management of finance, production, human resources and development, management of information and administration systems and management of economic laws. Management is also defined as the process of planning, organizing, and leadership and controlling endeavors of all members in organization, using all organization resources in order to achieve designated aims. (Ahmed, 2015). To the very affirmation of management have contributed new knowledge from the fields of science techniques and technology we can also, by means of management, connect and reconcile different functions, various

professional skills, efficiencies and experiences. All above mentioned will help to realize the common objective – favorable results of organization. Taylor is held to be the architect of contemporary management (Staničić, 2006).

Oyedepi (2007) contended that management becomes a crucial function in every organized society, especially when there are complex assignments to be performed and when it involved two or more people are involved. However, Omebe (2014) conceive management as a process concerned with creating, maintaining, stimulating, controlling and unifying (formally and informally), organizing human and material resources, energies with a unified system, designed to accomplish predetermined objectives of the organization. It comprises of;

1. Coordinating and overseeing the work of others is what distinguishes administrative position from a non-administrative position.

2. Efficiency is getting the most output from the least number of inputs in order to minimize resource costs. Efficiency is often referred to as “doing things right”

3. Effectiveness is completing activities so that organizational goals are attained and is often described as “doing the right things”

2.2.3 Meaning of Time Management

Time management is very important for everyone. It is the ability to produce and follow a schedule, meet deadlines, prioritize and minimize distractions and unimportant tasks. It includes managing time wisely so that tasks and projects can be done effectively and efficiently. Akomolafe (2005) posited that time management skills are essentially for effective people. Prochaska-Cue, Preston & Mahar (2007) also opined that time management skills require four basic steps: decide what you want to accomplish; determine activities to reach each goal; make a daily ‘to do ‘list; and set one’s priorities every day. According to (Allen, 2015), time management is defined as practices individuals follow to make better use of their time. It also refers to principles and systems that individuals use to make conscious decisions about the activities that occupy their time. Time management is the management of our own activities to make sure that they are accomplished within the available or allocated time, which is an unmanageable continuous resource.

According to Olaniyi (1998), a good time manager is a person who can efficiently manage himself and all his activities within a time range. Akomolafe (2005) submitted that school administrator's managerial abilities should reflect on their time management skills. They should devote available administrative time to immediate administrative tasks and ability occurrences. The heart of time management is concentration on results and not on being busy. Claessens, Van Eerde, Rute, and Roes (2007) defined time management as "behavior that aims at achieving an effective use of time while performing certain goal-directed activities. Effective management of time requires good strategies and planning of goals must be achieved. Managers should adopt time management strategies by setting goals that are achievable, prioritizing tasks, delegating tasks to subordinates, avoiding unnecessary interruptions and time-wasting activities, maintaining focus on tasks, and leading by example.

Balduf (2009) defined time management as an act process of coordinating planning, directing and controlling the amount of the time devoted for specific activities, programmes tasks in order to enhance effectiveness and efficiency in the organization, such which will bring about effective goals achievement of such organization. The author went further to state that effective time management in the school system dictate high success rate in such a school. Also, Igun and Adegbeji (2009) identified the time management indicators where individuals should devote their time allocation, commitment to the tasks, and utilize the time to such tasks before the time lapse. The areas are effective reading culture, internet skills, assignment, tests, scientific skills acquisition to bring about effective goals achievement in the school organization. Time management is a method for managers to increase work performance effectiveness. In addition, he defined time management as types of behavior that differentiate people who do things on time, stick to deadline and spend little time on their activities from those who are often late, pass deadline, spend much time on their activities and waste time on unimportant matters (Claessens, Roe, Rutte, 2009). In addition, time management is defined as using your time to accomplish given tasks in an efficient and effective way using tools and skills to maximize your productivity (Hurley, 2011).

Time management as postulates by Achunine (2004) can be defined as the effective and efficient utilization of a manager's or an administrator's corporate time to achieve organizational and personal goals. It involves identifying tasks to be performed, planning and scheduling of organizational activities, prioritizing such activities, allocating time to the tasks according to their degree of importance in enhancing productivity minimizing interruptions and frivolities and dealing with routine tasks in such a way that the truly important tasks could receive due attention. How a school administrator applies these strategies to the management of his contract time will determine largely the coverage of the school's curricular prescriptions for a given period of time. It will also determine the school's performance in the internally and externally set examinations, the discipline tone and general performance in other areas of school administration. When time is scheduled and appropriate amount of time allocated to the performance of each according to their degree of importance in achieving definite organizational goals and at the same time pruning time wasters, one can be said to exercise control of one's corporate time.

2.2.5 Time Management Strategies

Time management strategy is considered as the opposite of confusion, turmoil, chaos life, lack of controlling and accountability, acting according to action and reactions, the absence of vision, lack of strategic plans and the absence of worker's sense in the organization towards the importance of time. Recently, time has become a serious factor for directors at different levels, decision makers, supervisors and secretaries (Ahmad, 2015). A time management strategy is as old as mankind generation. Right from the time immemorial, everything had been endowed with its own time, because there is time to plant, time to live, time to die, time to sleep, time to wake, time to work, time to rest. However, if any of these times is mismanaged, such may have negative effect on individuals. Mismanaged time leads to frustrations and inability to meet up with the future societal standard and expectations. The issues of time management are relevant to individual school life because effective time management strategies aid effective administration indicators of Secondary Schools like students' academic performance, community services, record keeping and Teacher's job performance. It should be noted that effective time management strategies are laudable

factors for effective goals achievement in the Administration of Secondary Schools (Ngando, 2011).

Saeidian and Paktinat (2013) also observed that the time management strategies create awareness in an individual on the available time allocation, the extent to which such time are utilized and committed to, and how far such time are effectively utilized before the time lapse. The authors stated that if the students or individuals did not do what they ought to do before the time lapse, it may lead to individual's frustrations and such individuals will lag behind his colleagues in all styles of life. Based on the opinion of the two authors above, the researcher concluded that for principals to have administrative effectiveness enhanced, both the principals and the staffs need to adhere strictly to application of time management strategies, implement, utilize, and actualize them towards enhancing administrative effectiveness in any school system.

The sustenance of principals' administrative effectiveness and qualitative secondary education depends largely on adherence to time management strategies adequately which are allocation time, organization of school activities, delegation of duties to teachers and students, scheduling extra-curricular activities among others. Since time is always the most important resource available, it must be exploited efficiently. In addition, time management has become one of the basic criteria that are taken in identifying and assessing the effectiveness of administration and management and their success (Stiolov, 2012) as cited in Ahmad (2015). Time management strategy is defined as "the full recognition of the arts of using time and the practical knowledge of how investing it effectively in order to increase productivity and individual's performance and achieve the determined goals" (AlAqeli, 2010). Lunenburg and Ornstein (2004) came up with time management strategies to enable principals control time. Such strategies include outlining the priorities and goals, delegating and controlling visitors. Campbell, Nystrand and Bridges (1971) on the use and abuse of time say; it's very easy to be very busy doing the wrong things. Principals who are perpetually racing against time are seldom the most effective and it should be recognized that just thinking is one of the most positive uses of time. Some principals are always seen doing something urgent. Often the urgency has arisen because they have failed to think

ahead of time or act earlier and they find themselves on the treadmill of crisis management. Principals will often find them doing things which they could and should have delegated if they would have given the matter their attention earlier but then they were too busy with the last crisis.

Campbell, Nystrand and Bridges (1971) on establishing priority continues to say, in determining how we use our time we should be clear about our priorities and relate our activities to these. We should recognize that there are different kinds of priority and the different categories have to be created differently. The critical distinction is between what is urgent and what is important is. It may be well that in time sequence we have to deal with the urgent before the important but we must not be lured into the trap of being caught up in the urgent to the exclusion of the important; with proper planning, principals should allocate a period of time to the important. Within the Important' category we need to think in terms of long term and short term with all the immediate possibilities. If a priority is a long term, we need to review the short-term implications and lay down the intermediate steps. The urgent can be delegated and perhaps there by motivating and developing one of the members of staff.

Kanar (1998), in making the most of your time says, time is a resource you can learn to manage. By taking control of your time now, you will establish efficient work habits that lead to success in schools and career. Your knowledge of critical thinking and study skills provides access to the strategies on how to manage time instead of letting time manage you. Fox and Schwartz (1965) say that principals say one of their greatest problems is finding the time to handle the functions and details for which they are responsible. If we are to be successful not only as principals but human beings, we must learn to manage that strangest of all commodities. For proper time allotment, principals should know how to spend their time and not how they think they can spend their time. Principals should make time work for them by analyzing their time, planning their time, setting priorities and establishing balances, delegating, concentrating on the problem at hand and dead lining. As a hurried principal you need to analyze, plan, set priorities, delegate, concentrate and still finish on schedule.

Hugo (1965), as cited in Ngando (2011), emphasized that to analyze your time you must have an activity log, plan your time by arranging in such a manner that as a principal you have time to plan. Principals must learn how to set priorities. The “Must items must be targeted or focused. Should” Priorities are absolutely essential to the work of the day or plans to future. “Hopeful” Priorities are the many items that can be handled as time permits. “Deadlining” Realistic deadlines will enable you to finish most jobs sooner and with less wasted time. Principals should set realistic goals because unattainable goals lead to frustration and rejection of the risk.

2.2.5.1 Time Management Strategies for Secondary School Administrators

According to Chapman & Rupured (2008), Time is very school precious for school administrators; therefore, an important feature to use and manage the time is the strategies he uses. With regard to the use of effective strategies that are productive in time management, six out of ten strategies for better time management define by Sue and Michael will be our focus.

1. Organization of Termly Planned School Activities: Most of school administrators find it difficult to organize termly planned school activities as such, find out that disorganization of all planned school activities results to poor time management which may affect and lead to time waster in school administration. However, expert in the field of school administration recommend that all clusters should be overcome first by organization of school activities before taking any other step.

2. Appropriate Schedule of school Activities: This skill involves the school administrator in making an inventory of specific activities which would lead to the realization of the long and short-term school goals. Goal setting and subsequent strategies developed to achieve those goals is the key to spending time productively. For example;

(i) School goals: To provide more security for the school property.

Activities:

(a) Building fences

(b) Providing burglary proof for windows and door

(c) Hiring security men.

(ii) School goals: Involving the community more closely in school affairs.

Activities:

(a) Arranging PTA meetings

(b) Arranging Old Boys' Forum

(c) Arranging school's Day

(d) Arranging school's social/cultural day activities.

(iii) School goals: Introducing science programme for the school.

Activities:

(a) Recruiting science teachers

(b) Procurement of science instructional materials

(c) Developing science curriculum/laboratories.

Achunine (2004) states that it is advisable to keep a "things-to-do" list or draw up a personal time chart on a daily and weekly bases. The chart conveys at a glance what he is expected to do and what he expects himself to do to achieve mapped out goals and objectives.

Personal Time Chart

Activities	Monday	Tuesday	Wednesday	Thursday	Friday
From.....					
To.....					

Source: Achunine (2004), Management of Administration Secondary School, Owerri: Totan

When activities are scheduled appropriately, administrators should not allow urgent events to thwart their plan of activities. Nwankwo and Lulseged (1985) articulated some consequences of poor schedule of school activities continuous lack of, or inadequate, time and opportunity for carrying out the essential duties.

- (a) Increased misunderstanding and confusion,
- (b) Lack of direction, purpose and commitment
- (c) Frequent stampede or panic measure to beat deadlines
- (d) Generally poor quality of administration and lower quality of products among members.
- (e) Lack of coordination
- (f) Lack of self-realization arising from time wastage and little lime to attend to private matters.
- (g) Conflicts in schedules, timing, activities and even interpersonal relations.

3. Time Allocation: When school activities have been scheduled appropriately, the next move is to put the specific activities through which the goals of the school are expected to be achieved into hierarchy, according to their degree of importance in enhancing productivity, from the most educationally productive to the least educationally productive

functions. Killian, Michael and Sexton (1999), proposed the idea of time allocation to school activities based on how educationally productive they are for ensuring effective teaching and learning. In their time management ladder, they grouped the numerous functions of the school administrator into three categories; the professional goal functions, the critical/crisis functions and maintenance functions, with the professional goal functions at the apex of the ladder and the maintenance functions at the base of the ladder in order of priority.

The professional goal functions embrace all efforts by the school administrator towards the development and implementation of the curriculum and instructional matters and most functions in staff personnel matters that lead directly to effective teaching and learning. Maintenance functions embrace all routine management tasks geared towards maintaining stability and status quo in the school. The middle level critical/crisis functions embrace mostly activities critical to student personnel administration and fiscal management etc. Killian and Sexton (1999) maintained that it is very important to allocate large quality time at a stretch to programmes of importance instead of allocating bits of time stretched out for a long period to the same function. For instance, allocate some two to three weeks in the year at a stretch for supervision of all teachers in the school, lasting for about three hours each day. This will give the school administrator a clear and comprehensive picture of the direction the programmes of the curriculum are going and what general and specific problems there are in relation to effective teaching and learning in the school. Allowances must however be made for emergencies and unexpected events as they are bound to come up in any human organization. Over-estimation of time should be preferred to under-estimation to avoid frustration of not meeting deadlines.

Daily Planning Document

Priority order of Activities	Estimated Time needed for completion	When is this time available?	Who else is competent to do it?
------------------------------	--------------------------------------	------------------------------	---------------------------------

Priority 1 Activities			
Priority 2 Activities			
Priority 3 Activities			

Killian and Sexton (1999) Setting Priorities by Executives

4. Delegation of Responsibilities: A school administrator must ask himself, which of the activities mapped out on the schedule could be done by someone else just as well as he can, or even better?" There is no time enough for the school administrator to do all that are considered important, so the school administrator should carefully select some assignments which he is best suited to perform in the school based on his expertise and experience and delegate others to some other competent staff. Wayne, Edwards (2002) are of the view that a lot of maintenance functions and pupils' personnel matters should be delegated to the vice principals, guidance counselors and class masters.

5. Management of External Time Wasters: As a school administrator, time may be impacted by external factors or activities that are imposed by other people and things. Therefore, school administrator can decrease or eliminate time spent in these activities by implementing planning tools.

6. Evaluation/Supervision of School Activities: At the end of each day, it is expected of school administrator to ask himself: "How has my official time been spent today? How much have I kept to the scheduled for specific activities? What activities actually consumed the largest amount of time? Have I maintained the priority list and estimated time allocation?" (Achunine, 2004)

2.2.6 Values of Time Management Strategies

Alegbe (2000) enumerated about five values of time management strategies. Include:

1. **To Avoid Stress and Frustration:** People feel frustrated when they do not finish important jobs; they set out to do within a time limit. Such people develop panic in their lives and at times rush in inadequately done tasks. At such times, people find themselves working long hours even into the nights, weekends and spending what should be rest and leisure hours rushing under stress to get specific tasks accomplished. Procrastination wastes corporate time and makes task performance run into time allocated to other obligations. Stress sets in when this happens. Thus, managing time is stress management of the highest order.

2. **Balance between Work and Personal Life:** Some administrators complain that school work does not allow time to do some of the things they would personally want to do (such as writing a book, attending conferences, seminars and workshops and even taking their annual leave and family leisure) whereas some others have time for all they would want to do. This is attributable to how well one can plan for effective use of time. Good time management skills integrate the administrator's corporate time plan with that for his personal life. Good time management enables one to achieve a more balanced life with adequate time and energy for work, leisure, and home, family and self.

3. **Meaningful Productivity:** "Time equals productivity" so goes a saying in the business world. However, when school administrators spend their time on their task determines to a large extent the outcome level of the survival of the staff and school administration as a whole. When people work on intelligently scheduled programmes, allowing more time for priorities, eliminating frivolities and time wasters, they become more effective and efficient in their work thus leading a meaningful productivity. Efficient and effective use of time automatically increases the productivity level of an administrator.

4. **Goal Achievement:** When an administrator properly schedules his corporate and personal activities and allocates proportionate time to the performance of the functions, he tends to achieve both corporate and personal goals which he has mapped out.

5. **Staff Development:** Since an administrator skilled in time management delegates specific functions to staff, he offers in-service opportunities to staff to learn, grow, ultimately develop competence through practice and experience.

2.2.6 Factors That Influence Time Management Strategies

Even though what school administrators do on a given day may be determined in part by advanced planning, scheduled daily/weekly responsibilities, certain factors play a major role in influencing time management practices of administrators. Some of the factors include;

1. Events that just come Up: Events that just come up tend to make the planning process highly influenced. They have the characteristic of shattering an administrator's daily, weekly, monthly or yearly Calendar e.g., teachers strike action, emergencies in the school compound etc. Duignan (2000) observed that certain activities or events (unplanned for) come up and often initiate a series of reactions from the administrator that last for a whole morning, day or week. The administrator is therefore compelled to spend much of his time reacting to events that just come up instead of acting on already scheduled events. Administrators are however advised to develop strategies whereby they act on their task priority instead of spending a huge proportion of their time reacting to events that come up.

2. Lack of Professional Training and Lack of Knowledge of Skill of Time Management: Wayne, Edwards (2002) postulate that many school administrators do not have a professional training in educational administration, and such could not be said to be conversant with the specifics or job description of the school administrator. It is when he is sure of what to do that the individual tries to order his priorities right. Lack of appropriate academic and professional knowledge and skill could be blamed for the inadequate performance of many principals. In addition, some school administrators have not been exposed to courses/ seminar in time management as do other managers of industries. Surely, training deficiencies are contributory to inefficiency and ineffective management of resources in general and time in particular.

3. Large Staff and Students' Population: Drucker (1995) found in his study that the principals of schools with large student population, especially those located in the urban areas spend unnecessary large proportion of their school hours on pupils and personnel matters and public relation issues instead of curriculum and instruction planning and implementation, principals in the rural schools with lesser student population spend more

time than their counterparts on curriculum development than on public relations and pupils problems. In order not to allow the expenditure of time resource to waste unnecessarily to issues that are not directly connected to improving curriculum, teaching and learning, the size of students /staff population should be minimal.

4. Fear of Offending People: Fear of offending people has been identified as one of the factors that could influence how the principals spend their time. Some administrators could be constrained to reschedule their time unnecessarily if they are the type that fears offending people, especially visitors to the school. Achunine (2004). But school administrators should learn to say No at times since there is no time and nowhere anyone could do what everyone wants. The important thing is to tackle scheduled priority tasks at the scheduled time since these will enhance the administrator's productivity level.

2.2.7 Time Wasters that lead to Poor Time Management

Sivasailan Thiagarajan (1997) as cited in Ngando (2011) suggests that many of us go through life in a mindless fashionwasting valuable time. It's good to discover the factors that contribute to wasted time in the work place (school administration) Yager (1997) identifies 5 Major stop time wasters in the work place and their strategies in order of their impact. The key to having more time for yourself and everything and everyone you care about is effective time management. The four biggest time gobblers and the best ways to control them (strategies) are:

(a) Trying to do everything at once: - Its strategies are, set priorities, decide on the single most important task to do at any one moment, create clear specific goals for each day or even each hour-writing them down, if necessary do not go to the second goal until you have completed the first.

(b) Trying to do everything yourself: - Learn to delegate with authority, delegating caution, make sure a task is completed to your standards even when you are not doing the actual work.

(c) Being reluctant to say "No": - Decide what you want to do and realistically can do and then say No to everything else.

(d) Putting things off: - Use the energy you spend putting off an unpleasant task to get it done and off your mind. Decide in advance the day 's priorities and reward yourself for completing the tasks.

Barbara (2003) emphasizes that getting organized will help in being successful. Secrets of successful people range from controlling time, delegating, setting goals and priorities, overcoming paper overload to living within a budget. On time management tips, Barbara (2002) further stated that time management is about getting important things done and learning to do things more effectively.

In the journal time management on urgent vs. important, it is spelt out that time management can be split into urgent and important.

Urgent tasks are deadline based. This is usually independent of you and is often driven by others. The sooner the task needs completion the more urgent it is. Urgent tasks are as a result of poor planning by the teacher. Sometimes they are unexpected problems. They tend to be issues not related to the goals of the teacher but generated by others. Much of the principals' daily activities will come under urgent e.g., safety issues, abrupt inspection or meetings. The principals should make sure how much time is required and do not exceed the required time. The principals are required to plan a head of time in his diary so as to give them as little time as possible. The importance of a task drives how much time 'you want to spend on it. This is what you want to do and not what you actually spend on it. For any task the quality of your output will often relate to the time you spend on it. Important tasks are relevant to the principals' goals and their deadlines are not immediate. If important tasks are left undone, they can easily become urgent tasks. A principal who plans ahead of time will avoid crisis and working at the last minutes i.e., procrastination.

When you get busy with urgent tasks you may feel pressured to finish those first before you can justify doing anything less urgent. The important tasks include things like setting goals, planning your future etc. If you want to make significant improvements in time management, you may require delaying urgent tasks. Principals should say no to the urgent in order to secure time for the important. Steve Paulina (2007) as cited in Ngando (2011), in

his article making time for the important suggests that, making time for the important is of commitment you must make for yourself. No one will do it for you. The natural tendency is for your time to be flooded with to-do-lists from others. Principals should be vigilant to where their time goes. The habit of dedicating time for the important allows the principals to settle on the goals.

In the journal top ten time wastes by Gahrman (2002) suggests that time is a very precious resource. The fact is that regardless of how well you manage time at the end of a day, you will still only have had 24hours in one year of 8,760 hours. The key is using your time efficiently and eliminating time wasters from your day. The principals' attitudes and behaviors effect how you use your time. Poor time management may be attributed to by interruptions/distractions, poor planning, procrastination crisis management and lack of skills. On time wasters, Hawkins (1996) says that principals should avoid procrastination and excuses if they are to achieve set goals and objectives. Principals in particular should have a purpose for writing paperwork, reports and memos. Meetings should be scheduled carefully and when necessary. Planning for activities in details ahead of time is essentials as well as making appropriate decisions. Cooper, Guy and Brown (2007) have this to say on what time management is, that is, to overcome the feeling of Time poverty, it becomes necessary to explore time management practices which include keeping an activity log, appraisal, spending time planning and organizing and identifying priorities and concentrating on them.

Ackerman (2007) says that inner time management explores the range of experience from feeling overwhelmed and pressured to things following so well we are not aware of time passing. Inner time management is kind of felt time often called timelessness, time that does not seems to pass at all. When principals are completely absorbed in something, totally engaged or pre-occupied, there is a sense of being very present with what is at hand and time doesn't pass in the standard way. Timelessness makes the principals not to be aware that he/she is wasting time hence poor syllabus coverage and poor academic performance.

2.2.8. Advantage Results of Time-Management Strategies

1. It helps to take control of many areas of your life.
2. It increases productivity.
3. Time management makes you become more organized.
4. It helps you to benefit from time effectively.
5. Time management also helps you gain time for yourself to relax and do the things you enjoy doing.

Why School Administrators face Time Management Failure?

According to (Eruteyan, 2008), some school administrators fail in managing their time due to the followings:

1. **Reactive Mode of Working:** Some school administrators are only concerned about what is happening at present in their schools. They don't take time to act to events that come their way rather they react and keep complaining.
2. **Failure to think correctly before acting,** taking action without prior correct thinking is a cause of time management failure. Some administrators seem not to believe in or find it difficult to put into practice. They don't consider the 10/90 principle of effective time management, which saves 90% of your time and efforts due to 10% in planning and thinking.
3. **Failure to acquire new skills, knowledge and abilities:** Some administrators fail to update themselves in terms of attending seminars and workshop that will increase their horizons instead they feel they know all things and don't need to be updated.
4. **Procrastination on hard challenging Jobs:** Some administrators adopt procrastination on hard challenging activities. Instead of getting started on them, 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 that add most value to the managers' work.

5. Others: Other reasons for time management failure by managers includes poor team building, refusal to relax, poor creativity, poor self-confidence, inability to set a conducive working environment etc.

2.2.9. Some Factors that affect Time-Management Strategies

1. Management Board Member's view towards Time Management: The view of management board members towards time affects time management process in the school administration. If board members are interested in time, this will positively affect time management of school administrators. Board members' interest towards time is indicated by their ability to control their time, provide it to school administrators and avoid wasting time that is caused by welcoming visitors too much, attending many meetings, phone calls and others (Al-Hour, 2006).

2. Training on Time Management: Training is considered a main factor that affects the competency of school administrators to manage their time effectively. School administrator who receives training courses in time management have better performance. These training courses include how to manage time while making communication calls, attending meetings, planning and others (Al-Hour, 2006).

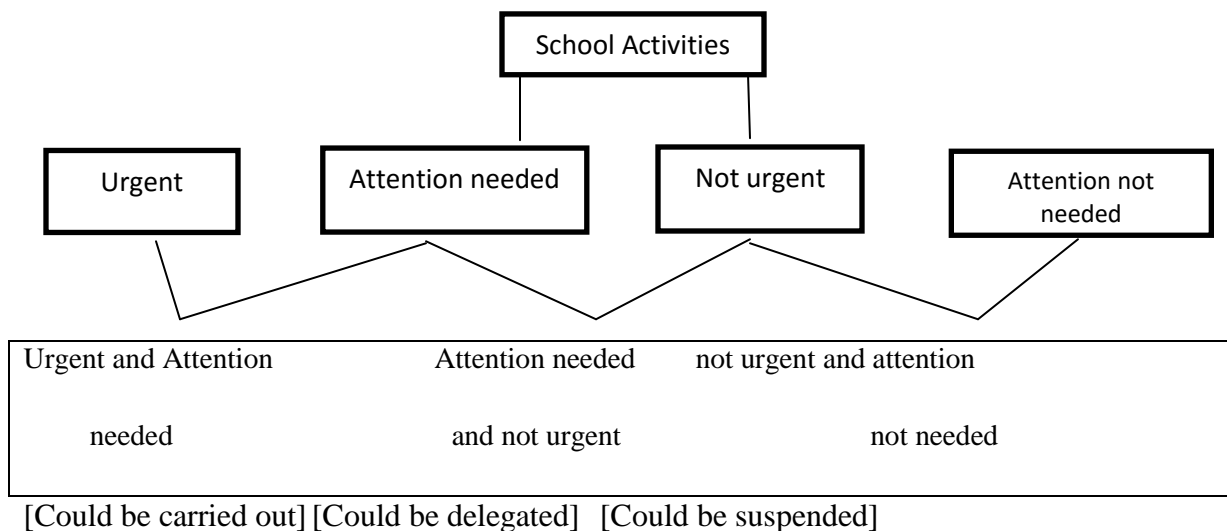
3. Pressures of work: Individuals face many pressures due to several conditions that may be internal or external. These pressures cause interruptions and bad psychological feelings for school administrators. Thus, they are unable to face current conditions accurately (Al-Adayla, 1999). Work pressure makes the individual be worried, interrupted and reacted. This affects his work duties, his relations with staff and his health. Intellectuals say that it is unable to increase performance and productivity without eliminating pressure on workers or at least decreasing it (Al-Ghazawi, 2012). There is a negative relation between skills of time management and work pressure. Thus, as more as pressure increases, skills of time management decrease (Al-Bahoth, 2013).

4. **Self-Management:** Self-management and time is managed by managing ourselves (Stiolov, 2012) as cited in Ahmad (2015). Peter Drucker says "Time management means self-management and the effective school administrators are those who look to their time

before beginning any administrative work. Thus, who can't manage his time can't manage himself. Self-management means the individual's ability to invest his skills, thoughts and feelings in order to achieve his goals effectively (Syfert, 2007).

5. **Technological development:** It's no secret that technology can help keep school administrators on task and improve their time management skills, imagine the length of time it used to take to send a notification to staff via memo, versus the now-instant gratification of email. However, as attempt to uncover the importance of technology on time management, also examine ways to make sure the technology doesn't get in your way. For example, using paperwork; imagine the mounds of paper that used to litter the offices of school administrator, newspapers and nearly every other information.

2.2.10.1. Time Management Strategies Chart



Developed by the Researcher (J. A. Abdussalam, 2021)

The time management strategies chart is a method that shows how principals should organize their priorities for effective time management strategies in the administration of secondary schools. It differentiates between school activities that needed attention and those that are urgent. This approach is to create time to focus on important things before they become urgent. Sometimes this just means doing things earlier. After emphasizing the earlier proposals to invest time, it is important to mention what Griessman and Morvalk

said. Morvalk in his book (How to find an Extra hour each day) said that (Schwab Charles), a former director of Bethlehem Steel Foundation, in one day called a consultant, (Igy Lee), to his office and asked him to help him organize his time better. Lee gave a paper for Schwab and said to him, write on this paper the most important four or five tasks that you should complete tomorrow, and give each of them a record, according to their importance. When you reach your office, begin the task that holds the first number and don't move to the second task only after completing the first even if the first task required a full day (Babin, 1992). Griessman said that if you want to improve your life, there is one best strategy that must be followed; it gives effective results without obstacles. This strategy is, studying successful people and represent what they do. Thus, you will learn the successful methods (Griessman, 1998).

2.2.11: Meaning of Administration

Administration could be seen as a field of study and also as a practice subjected to a number of cultural and intellectual dialogues. However, Babalola (2015) as cited in Yakubu (2019), observes that the idea of proper, effective and efficient utilization of human, material and financial resources for goal attainment has been the feature of a handful interpretations ascribed to administration. According to Section 12, item104 of the National Policy on Education (FRN, 2004) revised; administration is a function of organization and structure, proprietorship and control, inspection and supervision. In another way round, some writers prefer to view administration as an activity via which objectives could be achieved through other people.

According to Yakubu (2019), Administration of secondary school is a subject of great interest. This is because effective Administration of the educational system/schools is expected to bring about efficiency in the system. Highly effective leadership (by directors of education, principals, head teachers and soon) would influence the teachers and other school personnel. This in turn would lead to production of a highly skilled manpower (students) and thus national development. In another word, Administration is a process undertaken by two or more individuals to coordinate the activities of others to achieve results not achievable by an individual acting alone. To Adebayo (2001) administration is the organization and

direction of persons to accomplish a specified end. Generally, it could be observed from the above definitions, that School Administration involves the management of human, material and financial resources towards the attainments of a set School organizational goals and objectives. An important school goals which the school administrator must strive to achieve, is to have 100% students' academic excellence. Similarly, graduating student from primary schools should have 100% transition into Junior Secondary school and finally into tertiary institution. However, it is a failure on the part of the school administrators who always possess records of students' dropout and fail out outweighed that of students pass out.

2.2.12. Meaning of School Administration

According to Johnson (2012) explains that school administration is the school's main governing body, and it plays a major part in making decisions related to students, faculty and the school's overall status. There are several types of school administration, depending on the school's nature. These administrations oversee the school's development as well as the welfare of its students and faculty. More often, they are also the only entity that bridges the relationship between the school and the community. School Administration is an administrative process concerned with identifying maintaining, motivating, controlling and unifying formally organized human and material resources within the school system designed specifically to activate predetermined objectives of the school. School Administration is important parts of any educational system, school managers all over the world are continually engage in numerous activities to efficiently manage school function and provide a better educational experience to learners. The Administration of education has the responsibility for bringing together its various resources and allocating them effectively to accomplish goals (Yakubu, 2019).

However, Administration consists of those activities that are related to the general administrative operations and services of school. These activities include; the management of personnel programmed, facilities and space managements, purchase and maintenance of supplies and materials, communication and health and safety. Educational managers as a leader have sound fundamental role to play both ethnic and outside the organization. Some of these roles are structured, programmes or routine-based, while some are tout based on his

value judgment and intuition. Apart from managing all the resources (human, material and finance) at his disposal, manager also guides and coordinates all efforts of staff towards achieving the present goals and objectives (Yakubu, 2019).

2.2.4 Tasks of School Administration

The introductions of the 3-3 system of secondary education with its comprehensive programme offerings and new social expectations have made the tasks of the present school administration more cumbersome, stretching and challenging. If administration is to facilitate teaching and learning, how one schedules the various tasks and allocates commensurate amount of time to the various tasks, determines largely the productivity level of the organization. These various tasks and functions have been identified by Agabi (2002)

Policy implementation and programme planning
Human Resource Management

- (a) Student Personnel Management
- (b) Instructional Resource Maintenance
- (c) School plant management
- (d) School finance Management
- (e) Record Maintenance Time Management
- (f) Maintenance of Healthy school community relations.

These tasks and functions are all in the principal's duty schedule. They can be productively addressed by the administrator, if he acquires the necessary time management skills by Killian, Michael and Sexton (1999).

These tasks have been categorized into;

- (a) Professional goal functions

(b) Critical/crises functions, and

(c) Maintenance functions

Alegbe (1989) agreed that curriculum and instruction are at number one in importance in achieving school goals, most school principals do not allocate commensurate amount of time to them. It is believed that since the boards of education and The Ministry reward and reinforce the well- managed and efficiently operated school, principals perform more of routine office jobs by which they can easily be assessed and pay only lip service to curriculum and instructional matters (professional goal matters). It is certain that when principals allocate most of their time for instructional leadership functions, negative outcomes result in the schools.

2.3 Theoretical Framework

There are many theories of effective time management that can be used to explain the application of time management strategies to the administration of public senior secondary schools. However, this research will focus on the pickle jar theory.

2.3.1 Maslow's Theory

Also known as the theory of hierarchy of needs, Abraham Harold Maslow²⁰, an American professor of psychology, effectively combined time management with needs. He built a hypothetical pyramid where physiological level needs (food, water, and shelter), etc., were put at the base of the pyramid while self-actualization was placed on the top of the pyramid. In between these two extreme levels, safety, human bonding and self-esteem were positioned. The five levels were examples of different strata of human life. The theory doesn't specify the time required attaining them, but it actually helps to understand the importance of these elements in life. Once the needs are understood, it can be differentiated to set a time during which one can fulfill them. By referring to the theory of hierarchy of needs with incorporation of effective time management strategy, one can plan the goals both in personal and professional life.

2.3.2 The Pickle Jar Theory of Effective Time Management

The study adopted Wright's (2002) Pickle Jar Theory of Effective Time Management. According to Wright, the Pickle Jar Theory of Effective Time Management is based on the fact that if one starts by putting stones into a pickle Jar, then pebbles and then sand you will fit more into the pickle Jar than if you do it the other way around. By first doing the important tasks you will also be able to complete more tasks and do the things you want to do. Effective time management is similar to this pickle Jar theory, if you start with the big important tasks in your day, then work on smaller tasks and then finally fill in small, unimportant tasks then will find that you can fit in everything you need to do.

The pickle Jar Theory Focuses: Focusing on the important things which were called "pebbles"

The pickle Jar theory of effective time management means focusing on the important things. In order to get the important tasks done first you will need to minimize distractions. When you are doing the big important tasks close your door and focus on the task at hand. By doing this you will get the large tasks done quickly and will have more time for the smaller or less important tasks.

The Pickle Jar Theory Means Prioritizing (Stones)

The pickle jar theory of effective time management requires prioritizing. You need to know what your most important tasks are and what are just filler tasks that don't really need to be done or are not as important.

The Pickle Jar Theory allows room for sand.

In order to manage your time effectively you need to make room for rest and relaxation. If you first of all focus on doing things you will enjoy then you will not have time to do the important tasks but if you first of all do the important tasks, then you should still leave time for rest and relaxation. If you never make time to relax then you will soon wear out and not be as effective in completing your tasks. The pickle Jar theory of effective time management therefore allows room for sand. In conclusion, the pickle Jar theory of effective time

management state that, by first of all focusing on the big important tasks you need to complete that you will also have plenty of time left over to do other smaller, less important activities as well as the things that you enjoy. The pickle Jar theory of effective time management is based on prioritizing your task list, focusing on the more important aspects and then still allowing room for rest and relaxation. Following this principle, will ensure effective time management and the completion of all your tasks on time and with as little stress as possible.

The pickle jar theory of effective time management by Wright (2002) states that your life is much like a jar. You have major priorities that are symbolized by the rocks. Next, you have the hobbies that are pebbles. Then you have chores and things you must do like the sand. Finally, there are the distractions that force their way into your schedule like the water. When you make your daily schedule, you list your main priorities first then fit in the rest, can have a balanced organized schedule in life. The study will attempt to find out whether the important things represented by the rocks in the jar should be given first priorities in order to manage time well. The pebbles that are the less important things should be given the next option. The sand that is the time for rest and relaxation should be included to balance the schedule for time management. However, there are the distractions represented by water in the jar. These are the time wasters in the school situation like poor planning. The pickle jar theory will be relevant for the study because time management strategies are meant to effectively make use of time and avoid time wasters.

2.3.3 Pareto Principle: 80-20 Rule

Vilfredo Pareto was an Italian economist and philosopher who formulated 80-20 rule. His research work became the thumb rule of many business organizations where 80% of productivity came from 20% of working employees. This 20% comprised the most efficient people who conducted their work within a specific span of time, thereby contributing to high rate of productivity. Based on this theory, business and quality management pioneer, Dr. Joseph Juran¹⁹ said that, ‘vital few, trivial many’ build organizations. The 80-20 rule could be applied everywhere, where time plays a major role to uplift productivity and success of organizations. The key element of this theory is the 20% that matters the most.

2.3.4 Management and its Relation to Time

Management has been practiced since the emergence of human in Earth. Thus, human's regulation of his or her own affairs is considered a kind of management during the simple old periods. In modern societies, it has become a tool in guiding nations and peoples towards achieving their objectives, and goals. In addition, management is considered one of the main factors of production for any organization. Any organization that desires to be professional and creative should apply the elements of management systematically in order to reach the maximum investment with the cheapest and simplest configurations. Intellectuals and administrators have defined management in numerous definitions as the followings:

Frederick Taylor defined it as correct knowledge of what is intended to be done by individuals then making sure they do it in the best and cheapest way (Deiab, 2001). Taylor has focused on the performance competency and the humanitarian effort in order to reduce price of units. This theory was not taken to long because it neglected the psychological and social needs of individuals and considered workers like machines (Nashwan, 2001). A joint set of functions or processes (Planning, organizing, directing, leadership, follow-up, controlling) that seeks to achieve certain goals by using the available resources optimally (Mustafa, 2005). Achieving the desired goals by using the available physical and human resources and maintaining the human relations within the institution' (Arifj, 2001). Based on the previous definitions, management is considered as "the art of coordinating between human effort and available resources in order to increase the level of the institution and achieve the desired goals and maintaining the social relations within the institution.

The importance of time had a prominent place and was highly emphasized in all management theories. This is indicated at the followings: the scientific management theory led by Frederick Taylor focused on studying the movement and time in order to determine the best (optimal) way to perform the work. They analyzed and divided work to simple parts to determine its movement from one area to another and how long it takes, in order to link these parts with each other in the fastest and best way that takes the least possible time. Taylor had toke in consideration the percentage of time spent while stopping, being delay, having a break or other compelling reasons (Salama, 1998). Henry Janet, one of the

scientific management theorists, determined daily wages steadily according to time the worker spends to achieve his work, workers who take less time are rewarded (Wuter, 1987). Therefore, the management process is combined with time. No action is done without time. No movement is done without limited time. Time is not a renewable resource, could not be restored and work could not be done without it. Time that spent without achieving goals of the organization is considered wasted time forever. Engen Griessman asked Marqus, the successful director of Neaman Group: what is the joint factor between rich, poor and famous people who you know? He answered that all of them have 24 hours a day; all successful and unsuccessful people share the same number of hours each day. Therefore, the difference between being successful or not depends on how you spend your 24 daily hours (Griessman, 1998). The relationship between time and management is specified clearly in the compensation of time in every function of management (planning, organizing, directing and controlling) as it is more described later.

2.3.4. Time and its Importance

Time is considered one of the expensive and unique sources for every institution, organization and individual. It's one of the sources that can't be reproduced and considered one of the important elements of management. Individuals and institutions that manage their time effectively are more prepared to face professional and personal challenges (Ahmad, 2015).

Time is an essential resource; it's irrecoverable, limited and dynamic. Irrecoverable because every minute spent is gone forever, limited because only 24 hours exist in a day and dynamic because it's never been static. In addition, it cannot be saved but can only be spent and once misused it can never be regained. Therefore, it is a combined element for all people but the case is that some people benefit from it and others do not.

Life is time and the whole universe, its creation, its cycle and all events that happen in it is combined with time. The cycle of human life begins and ends with time (Ahmad, 2015). The main two factors of life are time and place; Druker considered them as most rare resources. Lakein considered time as life itself, if you miss your time, it means you miss your life.

Taylor mentioned time as the most inflexible element in life. Franklin said that life is created from time. Webster mentioned it as the period of operations and acts (Al-Tarawna, 2003). Bingaman Franklin asks (Do you love life? Then don't miss your time). According to (Ojo and Olaniyan 2008), we can conclude the attributes of time as followed:

1. Time is a unique resource.
2. It is the scarcest resource in the universe.
3. Time cannot be replaced by man.
4. Time cannot be accumulated like money.
5. Time cannot be turned on and off like machine.
6. Time cannot be stocked like raw materials.
7. Time passes at a pre-determined rate whatever happens.
8. Everybody is equally endowed with the same amount of it irrespective of his position.
9. Time like any other scarce resource must be managed and used judiciously.

Due to this importance of time, directors and managers should learn how to manage their time and know how to benefit from it effectively since it is the real capital for people.

2.3.5. Types of Time

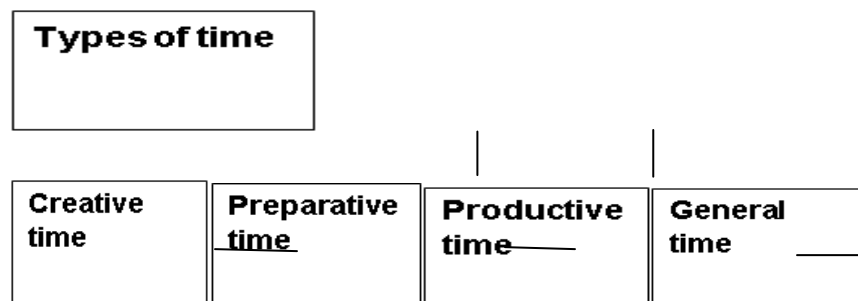


Figure: 2.1 Types of time

1. Creative Time: This type of time is devoted to reflection, analysis and future planning operations, in addition to organizing work and evaluating the level of achievement. It is noted that many management activities include this kind of time. This type of time needs deep scientific thinking, directing and evaluating. In addition, this kind faces all management problems by logic scientific methods in order to produce objective and logic solutions (Ahmed 2015).

2. Preparative Time: This kind of time represents the preparation period before beginning work. It includes collecting data and preparing equipment, machines or important office tools that are needed to begin work. The manager should have this time fully to avoid loss represented from unsuitable preparation for work and from not providing essential inputs that might cause economic loss (Khaleel, 1996).

3. Productive Time: This kind of time represents the period of implementing work that was planned for at the creative and preparative time. In order to increase effectiveness of using time, managers should balance between time spent in production and time spent in creativity and preparation (Ahmad 2015).

The productive time is divided into main types: As long as the institution is going on a normal production plan with controlling the non-normal production then it is in a good position (Ahmed 2015).

(a) Normal productive time (non-urgent or programmed).

(d) Non-normal productive time (urgent or non-programmed).

4. General Time (indirect): This time is determined for applying sub-general activities that affect the future of the institution and its relations with others such as the social responsibility and meeting attendances, celebrations and seminars. These activities take much time from the manager. Therefore, he should determine how much he should spend for them or to authorize another person to do these missions instead of him (Ahmed, 2015). Intellectuals divide time according to the ability to control it in to types:

(a) Controllable Time: - it is time that can be controlled by managers or the employee and is able to act freely in it.

(b) Uncontrollable Time: - it is the time which is not controlled by managers or employees and is sometimes spent in little works such as receiving visitors, meeting clients, phone calls and long meetings that discuss sub-issues (Ahmed 2015).

According to the previous studies, there is a differentiation in classifying time due to the environment that individuals live in. In addition, there is a differentiation between individuals in recognizing time. Some of them control their time and others miss it without benefiting from it due to their lack of effective time-management. Therefore, time can be organized to best effect through an effective time management and this will maintain the energy level at optimal heights.

2.4 Application of Time Allocation to the Administration of Public Senior Secondary

Schools

Scholars in school administration research have long considered application of time allocation pattern/strategy to the administration public senior secondary schools as critical for principals to manage their time effectively. Educational research on school principals' work and time allocation shows that principals engage in a wide range of activities and interact with multiple constituents (Camburn et al., 2010; Grissom et al., 2013; Grissom et al., 2015; May, Huff, & Goldring, 2012; Spillane et al., 2007). They distribute time among numerous responsibilities and work with multiple stakeholders that contribute to severe time constraints in their everyday work. Given these constraints, effective time management has become increasingly important for school principals (Grissom et al., 2015). The emergence of accountability systems that require principals to invest a considerable amount of time in teacher observation and evaluation imposes further constraints on principals' time (Murphy, Hallinger, & Heck, 2013).

Time allocation patterns of school principals have been linked to important school outcomes including student achievement gains (Grissom et al., 2013; Grissom et al., 2015; Horng, Klasik, & Loeb, 2010). Besides school outcomes, principals' time allocation can influence

personal and organizational variables such as lower job stress, improved school climate, and better parent perceptions of the school (Grissom et al., 2015; Horng et al., 2010). Since time is a scarce resource for principals, understanding how they spend their time and with who can be beneficial in guiding school reform and improvement efforts. Given the importance of principals' time allocation; it is not surprising that there is a substantial body of research that has focused on the principals 'workday. Wolcott's (1973) classic ethnographic study of a single elementary school principal is one of the earliest and most influential studies on the principals 'workday. At a time when the image of a "heroic solitary leader" dominated school leadership theory and research, Wolcott (1973) carefully documented the proportion of time principals spent working with other school personnel. He observed that "the greatest part of a principal's time is spent in an almost endless series of encounters; from the moment he arrives at school until the moment he leaves.

Most of these encounters are face-to-face tending to keep the principalship a highly personal role. Wolcott catalogued these encounters and estimated that a principal spent only 24% of his time alone. Despite this observation, Wolcott's work actually popularized the image of the principal as a lone ranger (Spillane & Hunt, 2010). Wolcott also documented seasonal changes in principal practice, finding intense or intermittent activity throughout the school year on most activities. Examples of these patterns included less time spent on parent and community relationships in the winter and more time spent on teacher evaluation in winter. Activities associated with preparation for the upcoming school year, such as interviewing and ordering supplies occurred more often in spring, whereas budget work occurred less often in early fall and late spring. Few subsequent studies have examined such seasonal variation.

Subsequent research used observational methods to study the workdays of principals (e.g., Kmetz & Willower, 1982; Martin & Willower, 1981; Peterson, 1977). In general, these studies found that principals' work was characterized by long hours, numerous tasks, a frenzied pace, brevity, and fragmentation. These studies found that principals worked for about 50 hours a week and participated in more than a hundred different activities a day with few activities lasting for more than 10 minutes. Martin and Willower (1981) found that the

modal time reported for an activity was 1 minute. Another theme from these studies was that principals spent a considerable amount of time on managing or running the building and considerably less time on instruction related activities. Peterson (1977) estimated, for example, that principals spent only 6% of their time on curriculum and instruction.

Other studies reported higher estimates. For example, Kmetz and Willower (1982) found that elementary school principals spent about 27% of their time on instruction-related activities, whereas secondary school principals spent about 17% of their time on this activity (Martin & Willower, 1981). These earlier studies also documented that, principals spent little time in reflective planning and interacted mostly with people within their building spending only about 10% of their contact time with external entities (Kmetz & Willower, 1982; Martin & Willower, 1981). Images of the principals' work as varied, brief, fragmented, internally focused, cyclical, and heavily administrative endure from earlier research, but a key issue concerns their relevance in today's educational policy context. The literature discussed above predates the standards and accountability movement that has fundamentally transformed the environment of most U.S. schools. While the early studies shaped popular conceptions about principals, they were often based on small samples. In recent years, several studies have used multiple instruments such as surveys, EOD logs, observations, and ESM methods to examine the workday and time allocation patterns of principals (Camburn et al., 2010; Goldring et al., 2008; Grissom et al., 2013; Studies of school principals based on annual surveys (e.g., Lee & Hallinger, 2012) are also unable to examine temporal patterns in time allocation. When surveys require participants to recall events over greater durations of time, bias from memory recall issues may creep in (Tourangeau, Rips, & Rasinski, 2000). To overcome issues related to recall bias, studies have used EOD log data (e.g., Camburn et al., 2010; Goldring et al., 2008; May et al., 2012; Spillane et al., 2007) and ESM (Camburn et al., 2010; Spillane & Hunt, 2010; Spillane et al., 2007), which require more frequent reporting. Data collected from daily instruments are more accurate than one-time surveys because of the shorter time elapsed between events and data collection (Camburn et al., 2010; Camburn, Han, & Sebastian, 2015; Tourangeau et al., 2000). While studies such as May et al. (2012) used data from daily logs that were collected across several years, they did not utilize these data to examine temporal patterns in principals' time allocation. Many

studies of principals' time allocation focus on differences between principals, often in an effort to link them to differences in school effectiveness.

2.5 Application of Organization of Termly Planned School Activities to the Administration of Public Senior Secondary School

Organization of school activities is the next stage after successful planning. Organization of school activities involves ordinarily arrangement of all planned activities. At this stage of time management, organization of school activities has to do with bringing all the required resources together. It deals with assemblage of resources for facilitating the easy realization of set out goals. Organization of school activities in its simplest meaning relates to putting all school activities into action according to people, place or needs. In this regard, administrators involved in internal school administration must in this process assign role responsibilities to staff accordingly with targets. There must be date line for any administrator to have target met. Organization of school activities helps to;

1. analyze allocated time to events;
2. evaluate time for each event;
3. cost time for total events;
4. pressing events to be identified;
5. coordinate all events;
6. improve standard;
7. team participation process; and

8. Easy task implementation.

There is no one best way to organize school activities by any administrator but the school as a formal organization is regulated through the instrumentality of the state or federal ministry of education who determine externally school activities like curricular and extra-curricular activities, activities of examinations (WAEC, NECO). The school internally allocates time to different activities like curriculum, classes, sports, labour and internal examinations among others. Organizing school activities facilitates easy teaching and learning. Idu (2004) points that organizing school activities helps the principal after planning to ensure that the teachers are teaching what they are supposed to teach. It also ensures that all the materials including classroom furniture are maintained for future usage. Organizing school activities helps to achieve all these purposes in school administration.

The organization of school activities involve developing and maintaining a corporate, flexible schedule that leaves room to include the things that are most important to the school. There are different types of schedules for different activities including personal and corporate activity schedule. The resources available to are not only limited but can be efficiently and effectively managed when activities are properly organized, coordinated and controlled by the administrator.

2.7 Application of Appropriate Schedule of School Activities to the Application of Public Senior Secondary Schools

Appropriate time schedule is adopted by school administrators helps to improve standard, save costs, remedy poor situations, lead to value and above all, harmonizes organization focus. Improving school administration requires time to provide all it takes to make quality school administrators, teaching and non-teaching staff, classrooms, libraries, desks, chairs, tables, environment and entire school plant management etc.). It upholds the principle of Just-in-Time approach in managing school process for quality assurance at various levels of education. Most administrators in handling organizational task have attributed improper use of time to poor administrative styles. Appropriate time schedule helps the school

administrator to avoid conflict among major actors carrying out school activities and ensure each task is fully accomplished as planned.

2.8.1 Scheduling Task/Activities

This skill involves the school administrator in making an inventory of specific activities which would lead to the realization of the long and short-term school goals. Goal setting and subsequent strategies developed to achieve those goals is the key to spending time productively. For example;

i) School goals: To provide more security for the school property.

Activities:

- a) Building fences
- b) Providing burglary proof for windows and door
- c) Hiring security men.

ii) School goals: Involving the community more closely in school affairs.

Activities:

- (a) Arranging PTA meetings
- (b) Arranging Old Boys' Forum
- (c) Arranging school's Day
- (d) Arranging school's social/cultural day activities.

iii) School goals: Introducing science programme for the school.

Activities:

- (a) Recruiting science teachers

(b) Procurement of science instructional materials

(c) Developing science curriculum/laboratories.

When tasks have been scheduled, the next move is to put the specific activities through which the goals of the school are expected to be achieved into hierarchy, according to their degree of importance in enhancing productivity, from the most educationally productive to the least educationally productive functions. Killian, Michael and Sexton (1999), proposed the idea of time scheduling and time allocation to tasks based on how educationally productive they are for ensuring effective teaching and learning. In their time management ladder, they grouped the numerous functions of the school administrator into three categories;

The professional goal functions, the critical/crisis functions and maintenance functions, with the professional goal functions at the apex of the ladder and the maintenance functions at the base of the ladder in order of priority. The professional goal functions embrace all efforts by the administrator towards the development and implementation of the curriculum and instructional matters and most functions in staff personnel matters that lead directly to effective teaching and learning. Maintenance functions embrace all routine management tasks geared towards maintaining stability and status quo in the school. The middle level critical/crisis functions embrace mostly activities critical to student personnel administration and fiscal management etc.

Killian and Sexton (1999) maintained that it is very important to allocate large quality time at a stretch to programmes of importance instead of allocating bits of time stretched out for a long period to the same function. For instance, allocate some two to three weeks in the year at a stretch for supervision of all teachers in the school, lasting for about three hours each day. This will give the administrator a clear and comprehensive picture of the direction the programmes of the curriculum are going and what general and specific problems there are in relation to effective teaching and learning in the school. Allowances must however be made for emergencies and unexpected events as they are bound to come up in any human

organization. Over-estimation of time should be preferred to under-estimation to avoid frustration of not meeting deadlines.

2.7 Application of Delegation of Responsibilities to the Administration Public Senior

Secondary Schools

The application of delegation of responsibilities to the administration of public senior secondary schools involves the delegation of some tasks to others. Delegation means the principal turns the whole job over to the staff member in question. Until the staff member has proved in efficient then the duty delegated is withdrawn. As a school grows in size and complexity delegation of authority is important. Delegating authority includes assigning duties and responsibilities to those whom the principal expects to aid him in doing the work of the school. This delegation involves granting the authority to act in such a way as to fulfill these responsibilities. A principal who tries to do all the work for the school by himself will be working with things rather than people Willard fox and Alfred Schwarts (1965). A principal must learn to forgo the luxury of blowing his top when a delegated responsibility is rambled. Success breeds success but severe criticism may discourage a willing teacher to try again. Administrators desiring to delegate must practice self-control. A principal must ask himself, which of the school activities drew out on the schedule could be delegated to someone else just as well as he can, or even better?" There is no time enough for the administrator to do all that are considered important, so the school administrator should carefully select some assignments which he is best suited to perform in the school based on his expertise and experience and delegate others to some other competent staff.

Wayne, Edwards (2002) are of the view that a lot of maintenance functions and pupils' personnel matters should be delegated to the vice principals, guidance counselors and class masters.

2.8 Application of Management of External Time Wasters to the Administration of

Public Senior Secondary Schools.

Application of management of external time wasters is to help the school administrator not too often waste their time with less important things instead of focusing on other important things, because they use the information available to them instead of getting the information they need and it can be defined as "whatever prevents individual from achieving their objectives effectively (Ahmed 2015). Drucker clarified factors that lead to wasting time in general; it is called organization obstacles (Ahmed 2015).

(a) Mismanagement and inadequate organizing: Bad management leads to lose the time of many workers, especially as the manager's time such as facing crises every year repeatedly.

(b) Increasing the number of employees: Increasing the number of employees more than the appropriate limitation causes time wasting, because people love to meet together and exchange visits and conversations.

Drucker says, "The manager who spends more than 10% of his time in resolving human relations disputes between workers, it means he has a surplus number of them". The excess number of workers doesn't only affect work, but even affects the performance of others by increasing interaction and social meetings between them.

- Increasing the number of meetings more than needed: Meetings are expensive because it takes time, effort and money. Therefore, directors must be careful to reduce the number of

meetings to minimum and only call concerned people to attend it. In addition, directors should learn the art of management meetings.

(a) Inadequate information and communication systems: Information is an important issue in the work of the manager. Thus, much time could be wasted due to the delayed receiving of information or receiving inaccurate information.

(b) Unannounced visits, unsuccessful meetings, reluctance in making decisions, the fear of making mistakes, the mandating wrongly, bad prioritization, interruption while working and social interaction within the organization.

(c) The excess phone calls and reading newspapers & magazines.

(d) Implementing tasks before thinking about them or planning them, transiting to a new task before completing previous ones, and paying more attention to less important routine matters.

Managers and administrators are contracted to spend their core time usefully towards the achievement of organizational goals.

In Africa, misappropriation of official time for unofficial activities is evidenced among many managers, (Alugbuo, 2005). Principals are expected to put in a contract time of six and half-hours on each working day. The debit time principals owe as a result of not completing the contract hour is not made up in most cases through spending extra time in the day or week. Frivolities and time wasters in school organization include receiving and attending to personal visitors during official hours, escorting personal visitors out, going to the market or mechanic workshop, spending unauthorized break periods, attending to other social engagements, prolonged phone chats and unnecessary meetings. In a study on time management by principals, Achunine (2004) discovered that whereas principals would wish to allocate only 4% of their working time to nonofficial tasks, in actuality they allocate 7.05% to these activities. This amount of time was found to be more than 6.4 1% they allocate to staff personnel functions and 4.55% they allocate to finance and business management. Time spent on frivolities is time robbed the organization and time spent away from productivity, effectiveness and efficiency.

If “frivolities” must find their place within the organization’s contract time, they must be scheduled within the authorized break periods. If, however, the unexpected happens, for example, an administrator’s visitor must be attended to in the office; such amount of time spent on him must be made up outside the official hours. Time spent on gossips and unofficial conversations is big time wasted. Rest and leisure must be planned and allocated proper place for effective use of time.

2.9 Application of Supervision of School Activities to the Administration of Public

Senior Secondary Schools

Application of supervision of school activities to the administration public senior secondary school is an administrative process through which the principal ensures that his subordinates are all contributing towards effective time management strategies for learning process. Hammock and Owing in Nwaogu (1980) stated that supervision attempts to look into the organization of learning programmes, the grouping of pupils, method of evaluating, reporting and determining pupil's progress, the content of the curriculum, the teaching methods, the philosophy and practicing of discipline, the time schedule, place and procedure of staff meetings, procedures used in parents' conference, the study and use of the community resources. All these are evaluated and thoroughly discussed in the attempt to improve the learning and growing of the students. The term supervision is one that describes a process that is common to all professions and occupations. No organization can function effectively without it. Supervision is an interaction between at least two persons for the improvement of activity. It is a formative, supportive and developmental process designed to improve and process of guiding, encouraging, directing and motivating workers so as to improve their output.

2.9.1 Supervision of School Activities

As the name implies, this is the type of supervision carried out by the supervisor in the school as the principal, headmaster/mistress, their assistant or the heads of departments. It is also referred to as within school supervision. An example of effective internal supervision is clinical supervision. This is a clinical approach to school supervision. According to Goldhammer and Krajewski (1969), clinical supervision refers to a close observation, detailed face-to-face interaction between the supervisor and the teacher with the aim of binding the two in an intimate professional relationship. Clinical supervision is often perceived as a model with certain stages or cycle of phases. In 1969, Goldhammer and his colleague, with the basic ideas they got from Morris Cogan, specified a five stages or cycles of supervision. These are:

- a. Pre-observation conference;
- b. Observation;

- c. Analysis and strategy;
- d. Supervision conference; and
- e. Post conference.

2.9.2 Purpose of Supervision

The purpose of supervision in the school systems according to Nnabuo (1996) are:

- (a) To develop educational goals;
- (b) To control and co-ordinate educational activities;
- (c) To motivate teachers and other staff;
- (d) To solve problems in educational organization;
- (e) To develop teaching professionalism; and
- (f) To evaluate or assess educational outcomes.

In addition, instructional supervision is needed to ensure that each individual teacher within the school system had been performing the duties for which he was scheduled and to improve the effectiveness of teachers so that they could contribute meaningfully to the attainment of the system's goal. It could be summed up that the purpose of instructional supervision is to improve teaching and learning process for the benefit of the student, teacher and society.

2.9.3 What to Supervise?

There are many things to supervise. These include the school programme and resources, assessment of Principals (other head teachers), the teachers, the non-academic staff, the students/ Pupils, the school plants (facilities and equipment), the school account, the school

project and school records. Also, the indicators of quality in education as discussed in the preceding text are others items to supervise.

2.9.4 Problems of School Management and Supervision

Some of the recurring problems in the management of schools, which are general to almost all the levels of education in the country, are:

- i. Inadequate funding
- ii. Poor infrastructure
- iii. Poor teaching/learning facilities
- iv. Low morale of staff
- v. Politics
- vi. Poor planning
- vii. Implementation problems
- viii. Inexperience personnel (Supervisors)
- ix. Inconsistency in government policies

2.10 Related Empirical Studies

Many studies have been carried out that are related to this study. The related studies include the following:

Akomolafe and Oluwatimehin (2013) titled “Principals’ Time Management in Secondary Schools in Ondo State, Nigeria” This study examined principals’ time management in secondary school in Ondo State. A total of 500 teachers were sampled from public secondary schools in Ondo State, using multi-stage, and simple random sampling techniques. The study data were gathered using self-constructed questionnaire. One research question was raised and answered, while two hypotheses were generated. The hypotheses were analyzed using analysis of variance

(ANOVA) and T-test statistical method, the research question was subjected to descriptive analysis using mean rating and standard deviation. The study established the skillfulness of principals in allocating time to school administrative activities. The finding showed that principals' time management was adequate and that they spent their time doing worthwhile assignments. The study revealed that students' enrolment and location of schools were not important in time management skills of the principals. This study would add to principals' concept of time as a resource that could be well managed. The principal would be sensitive to work with time, and this would enhance the level of competence and improvement in their administrative task. It was concluded that leadership today should be skillful in the management of time; giving priorities to core administrative duties, and making adequate planning of time. It was recommended that principals should always give priorities to core administrative duties in their time allocation. The principal should always exhibit the skill of time management regardless of the location of their schools and the students' enrolment.

This study is related to the application of time management strategies in the administration of public senior secondary schools in Kogi State, Nigeria as it examined principals time management that is one of the variables of the current study. Both studies gave emphasis on time management as it affects the school administration and how school administrators should be skillful in management of time. This is because when time is well managed, it leads to attainment of school set goals and objectives.

Akinyemi (2017) titled "Allocation of time in communities of practice: A strategy to enhance continuing professional teachers' development of high schools' teachers" The study investigated allocation of time as strategy established by communities of practice to enhance continuing professional teachers' development in selected high schools. Having sufficient time by teachers to collaborate together and learn is essential to enhancing their professional development. The study adopted qualitative research approach and case study research design. The study finds out that time allocated for communities of practice are limited which do not enable teachers to have opportunity to learn as a team. The study concluded that teachers do not have sufficient time to engage in collaborative learning activities. The study

recommended that teachers should spend adequate time for learning activities in communities of practice.

Regular and fixed time should be allocated for communities of practice such that teachers will have enough time to collaborate. Teachers should meet at least once in a week for a minimum of 1 hour in schools for communities of practice. This study is also relevance to application of time management in the administration of public senior secondary schools in Kogi State as it examined allocation of time which is the one of the objectives of the current study. Both studies see time allocation as one of the strategies of time management that helps both teachers and school administrators to discharge their responsibilities and enhance their professional development.

In another related study by Obasi (2018) titled “Administrative strategies of public secondary school principals for enhanced teachers’ commitment in Delta state” The study examined the administrative strategies used by public secondary school principals for promoting teachers' commitment in Delta State. Three research questions guided the study. The study adopted a descriptive survey research design. Population of the study consisted of all the four hundred and forty-eight (448) public secondary school principals and thirteen thousand, two hundred and eighty-six (13,286) teachers in Delta State.

The sample of this study consisted of 224 principals and 664 teachers selected from the entire population using the stratified random sampling technique. A 32-item research questionnaire titled: “Principals' Administrative Strategies for Promoting Teacher Commitment Questionnaire (PASPTCQ)” was the main instrument for data collection. Two experts from the Department of Educational Management and Policy, and one expert from the area of Measurement and Evaluation, Faculty of Education, Nnamdi Azikiwe University, Awka validated the research instrument. Reliability of the instrument was determined through a pilot test sampling 15 principals from fifteen (15) secondary schools. The scores obtained from the pilot testing were collated and measured using the Cronbach Alpha method and a reliability index of 0.73 was obtained. Data collected were analyzed using mean scores and standard deviation. Findings of the study revealed among others certain administrative strategies employed by principals for promoting teachers’ commitment. It

was further found that the secondary school principals did not effectively employ majority of the investigated administrative strategies in order to promote teachers' commitment.

Based on the findings, recommendations made include that Delta State government in collaboration with the Post Primary Education Board (PPEB) should constantly organize leadership training programmes for principals to equip them with the necessary skills that can enable them employ effective instructional leadership strategies that would enhance teachers' commitment in their schools. The secondary school principals should employ various instructional supervision strategies that will promote teachers' commitment for effective instructional delivery in schools. This previous study, is related to the current study as it discussed of the elements of the current study to which is how administrative strategies are carried out in the management of public secondary school principals in promoting teachers' commitment, the current study too is looking at how time management strategies are used in the administration of public senior secondary schools by principals which will lead to promoting teaches commitment.

Akinfolarin (2017) titled "Time Management Strategies as a Panacea for Principals' Administrative Effectiveness in Secondary Schools in Enugu State, Nigeria" The study ascertained the time management strategies for principals' administrative effectiveness in secondary schools in Enugu State. Two research questions guided the study. The study adopted a descriptive survey design. The study was conducted in Enugu State. The study population comprised all the 291 secondary school principals in Enugu State. Simple random sampling technique was used to sample 146 principals for the study. The instrument used for data collection was a well-structured 15 items researcher developed instrument titled; Time Management Strategies for Principals' Administrative Effectiveness Questionnaire (TMSPA EQ). The instrument was structured on a four-rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) weighted 4, 3, 2 and 1 respectively. The face validation of the instrument was established by subjecting it to criticism by colleagues, experts and authorities in the field of inquiry. The Cronbach alpha was used to determine the reliability of the instrument. Data were analyzed using mean and standard deviation. The findings of the study revealed that principals' manage their time for

administrative effectiveness in secondary schools by adopting meetings management strategies, it also revealed that principals' do not adopt delegation strategies in managing time for administrative effectiveness in secondary schools in the areas of; allowing assistants to make decisions regarding assigned tasks, having complete faith in staff ability when delegating tasks, delegating to staff according to their abilities, and placing a limit for task completion when delegated among others. The study concluded among others that principals' do not adopt delegation strategies in managing time for administrative effectiveness in secondary schools in Enugu State. Based on the findings, it was recommended that capacity building on effective time management should be considered by State Ministry of Education by organizing workshops, seminars and conferences on time management strategies for a successful school administration among others. Thus, the study of Akinfolarin is related and relevant to the current study.

Morake (2012) titled "The Effectiveness of Delegation as a Process in Primary Schools in South Central Region of Botswana" The study investigated the effectiveness of delegation as a management process in primary schools. A random sample of 10 schools was selected. A self-administered written questionnaire was designed and given to fifty (50) school teachers in Central South Regions (Serowe schools). The results of the study were analyzed through the use of tables showing frequency distribution and percentages. Major findings of the study revealed that there is usually delegation of tasks to subordinates. School managers together with their subordinates share the workload. Furthermore, the study also revealed that school managers are faced with some personal problems that need to be addressed. This study recommends regular in-service training for both school management team and teachers. This will guard against any transfer or absorption of a teacher who is fully skilled in a particular subject or activity. Thus, the previous study is relevant and related to the current study.

Another study by Obiekwe and Mbonu (2018) titled 'Time Management practices adopted by Principals for effective School Administration in Secondary Schools in Anambra State'. The study aimed at investigating time practices adopted by principals for effective school administration in secondary schools in Anambra state. To this end, the researchers

outlined three purposes, three research questions and three hypotheses tested at 0.05 level of significance. A descriptive survey research design was adopted for the study. The population of this study comprised all 256 principals of public secondary schools in Anambra state. There was no sampling as the population was considered manageable thus the entire population was studied. Data was collected using a questionnaire of 29 items developed by the researchers and titled Principals Time Management Strategies Questionnaire (PTMSQ) which was validated by experts from the faculty of education, Nnamdi Azikiwe University Awka. Internal consistency reliability index of 0.88 was obtained using Cronbach's alpha method. Data analysis was done using mean and standard deviation. Z-test was used to test the hypotheses. The findings revealed among others that principals agree that they establish priorities, schedule contacts and manage meetings for effective school administration. The previous study is related to the current study as it discussed time management how it is practiced in public secondary schools that involved one of the variables of the current study. However, the previous study did not use sampling as it considered the population manageable for the study which is contrary to the current study.

Ikegbusi and Eziamaka (2016) examined the impact of supervision of instruction on teacher effectiveness in secondary schools in Enugu state. Two research questions guided the study and one null hypothesis was tested at 0.05 level of significance. The study adopted a comparative survey research design. All the 3,197-government owned secondary school teachers in Enugu South Local Government Area of Enugu state constituted the population of the study. A sample of 905 teachers was selected through proportionate stratified random sampling technique. A researcher-developed questionnaire duly validated and whose reliability index is 0.85 was used for data collection. Mean and t-test were used to analyze the data collected. The result of the study indicates that both internal and external supervision of instruction have positive effect on teacher effectiveness in secondary schools. Based on the findings of the study, some recommendations were made of which one of them is that there should be constant sponsored workshops and seminars for both the supervisors and teachers separately to enable them become knowledgeable on the expectations of the supervision of instruction in secondary schools. The previous study is relevant and related to the study that will be conducted as it talked about supervision of instruction which is the one

of the objectives of the research that will be conducted. Both studies view internal and external supervision of instruction as important in the school administration.

Ibrahim (2015) investigated practice of delegation of duties by principals of secondary schools in Funtua, Katsina State, Nigeria. The study aimed at finding out among other factors if delegation of duties would relate to better performance of secondary school teachers. The study came up with five objectives which examine the delegation of supervisory duties by principals of secondary schools in Funtua and the determination of delegation of Leadership duties by principals of secondary schools in Funtua. Correlation design was adopted for the study. The population consisted of 188 secondary school teachers in Funtua Local Government Area out of which 71 secondary school teachers were drawn from the main population of the study using stratified random sampling technique. Experts in the area of educational administration and planning duly validated self-developed questionnaire. Five research questions were also asked and Five hypotheses were postulated some of which stated that there is no significant relationship between the delegation of extracurricular activities by the principals and the performance of teachers in Funtua Secondary Schools. It further stated that there is no significant relationship between delegation of financial duties by principal and performance of Funtua Secondary School teachers.

A pilot study was conducted and the reliability co-efficient was calculated to be 0.68 using Pearson Product Moment Correlation Coefficient. The study has shown that delegation of duties was related to efficiency and effectiveness of teachers in schools and the teachers' attitudes to work. The five hypotheses were rejected as there were relationships between delegation of supervisory duties, leadership duties, extracurricular activities duties, financial duties, academic duties and the performances of teachers in Funtua Secondary Schools. Delegating work to the specialists who possess the detailed knowledge for realistic decision making makes tasks to be performed quickly and efficiently. Delegation provides a pool of talented and skilled personnel who are ready to take up advanced roles and bigger responsibilities. Delegation motivates them to keep learning, become more involved in team work and makes work more interesting for them. The researcher recommends among others

that; Head teachers should delegate more duties to subordinate staff through ensuring that there is existence of functioning departments, consideration of expertise in delegation of duties and giving positions of responsibility to subordinate staff. This study is related to the study that will be conducted on application of time management strategies in the administration of public senior secondary schools in Kogi State Nigeria since delegation of duties is one of its objectives. Both studies see delegation of duties as a tool that would relate to better performance of public school' teachers and also eases the burden of school principals and discharge his responsibilities at a stipulated time.

Alsyouf (2014) assessed time-management strategies among students of Jordan University. The study aimed at investigating the time management strategies of the students on the faculty of Educational Sciences in the University of Jordan for the first semester of the academic year 2012/2013. The study concluded that there were no statistically significant differences in students' time management strategies due to the educational level (bachelor and postgraduate levels) or due the gender variable (male and female students). In addition, there were statistically significant differences in students' time management strategies due to the accumulative average and favour of (very good and excellent, thus higher the average was use of the time management strategy. Furthermore, the study concluded with some recommendations for better use of time management for the students. This study is related to the current study as it also looked at time management strategies among students.

Khan (2017) a study titled "Teacher's Classroom Time Management Strategies at Secondary School level" This study was focused to investigate the teacher's Classroom Time Management Strategies (CTMS) at secondary school level. All secondary school teachers of Khyber Pukhtunkhwah (KP) were considered as the population of the study. A sample of 480 teachers from 80 schools of five (5) districts (96 teachers to each district) was randomly selected. The sample was further distributed into eight (8) strata of male/female, urban/rural, science/arts, and public/private through stratified random sampling techniques such that the number of teachers in each stratum remains 240. The data was collected through a self-prepared questionnaire of reliability 0.87 and was analyzed through statistical tools. The analyzed data reflected that mostly teachers (62.7%) were in practice to utilize time

management strategies. Further it was found that: male teachers were superior to female teachers; urban teachers were superior to the rural school teachers; science teachers were superior to the arts teachers; and public school teachers were superior to the private school teachers in classroom time management strategies CTMS; and. Classroom management oriented refresher courses for female teachers may be arranged to abridge gender gap in various CTMS and these strategies should be stressed more frequently in curriculum and pre-service teacher trainings. This previous research is relevant and related to the one that will be conducted on the application of time management in the administration of public senior secondary schools in Kogi State Nigeria.

2.11 Summary

Time management strategies are crucial in accomplishing organization tasks as well as to avoid wasting valuable organizational assets. We sometimes here the words (Just in time), it means producing and providing at the determined time. In other words, it is the case where the lost time equals zero. Time management strategy is considered as the opposite of confusion, turmoil, chaos life, lack of controlling and accountability, acting according to action and reactions, the absence of vision, lack of strategic plans and the absence of worker's sense in the organization towards the importance of time. Recently, time has become a serious factor for directors at different levels, decision makers, supervisors and secretaries.

According to (Allen, 2015), time management is defined as practices individuals follow to make better use of their time. It also refers to principles and systems that individuals use to make conscious decisions about the activities that occupy their time. Time management is the management of our own activities to make sure that they are accomplished within the available or allocated time, which is an unmanageable continuous resource. Time management strategy is defined as "the full recognition of the arts of using time and the practical knowledge of how investing it effectively in order to increase productivity and individual's performance and achieve the determined goals" (AlAqeli,

2010). We sometimes here the words (Just in time), it means producing and providing at the determined time. In other words, it is the case where the lost time equals zero. Time management strategies include:

1. **Planning:** Planning can either be short-range covering daily, weekly, monthly tasks or longer-range. The daily time table is an example of a clear, rather rigid plan of how the days in each week can be spent productively in the school. It shows a daily/weekly plan of time allocation to the various school subjects, programmes and other resources.

2. **Scheduling Task/Activities:** This skill involves the school administrator in making an inventory of specific activities which would lead to the realization of the long and short-term school goals. Goal setting and subsequent strategies developed to achieve those goals is the key to spending time productively.

3. **Setting up Priorities and Time Allocation:** When tasks have been scheduled, the next move is to put the specific activities through which the goals of the school are expected to be achieved into hierarchy, according to their degree of importance in enhancing productivity, from the most educationally productive to the least educationally productive functions.

4. **Delegation:** A principal must ask himself, which of the activities mapped out on the schedule could be done by someone else just as well as he can, or even better?" There is no time enough for the administrator to do all that are considered important, so the school administrator should carefully select some assignments which he is best suited to perform in the school based on his expertise and experience and delegate others to some other competent staff.

5. **Evaluation:** At the end of each day, an executive should ask himself: "How has my official time been spent today? How much have I kept to the scheduled for specific activities? What activities actually consumed the largest amount of time? Have I maintained the priority list and estimated time allocation?" (Achunine, 2004)

6. **Eliminating Frivolities and Time Wasters:** Managers and administrators are contracted to spend their core time usefully towards the achievement of organizational goals. In Africa, misappropriation of official time for unofficial activities is evidenced among many

managers, (Alugbuo, 2005). Principals are expected to put in a contract time of six and half hours on each working day. The debit time principals owe as a result of not completing the contract hour is not made up in most cases through spending extra time in the day or week. Frivolities and time wasters in school organization include receiving and attending to personal visitors during official hours, escorting personal visitors out, going to the market or mechanic workshop, spending unauthorized break periods, attending to other social engagements, prolonged phone chats and unnecessary meetings. If “frivolities” must find their place within the organization’s contract time, they must be scheduled within the authorized break periods. However, the unexpected happens, for example, an administrator’s visitor must be attended to in the office; such amount of time spent on him must be made up outside the official hours. Time spent on gossips and unofficial conversations is big time wasted. Rest and leisure must be planned and allocated proper place for effective use of time.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter describes the research method that was used to assess the Application of Time Management Strategies in the Administration of Public Senior Secondary Schools in Kogi State, Nigeria. This chapter discussed under the following sub-headings:

- (a) Research Design;
- (b) Population of the Study;
- (c) Sample and Sampling Techniques;
- (d) Instrumentation;
- (e) Validity of the Instrument;
- (f) Pilot Study;
- (g) Reliability of the Instrument;
- (h) Procedure for Data Collection; and
- (i) Method of Data Analysis

3.2 Research Design

The study was carried out using the descriptive survey design. This research design was found to be appropriate because the study is on a small group considered to be representation of the entire population. The choice of design was informed by the work of Yabo (2007) who stated that descriptive survey design is concerned with finding, describing and interpreting an existing phenomenon, condition or relationship between or among people or items considered to be representative of the entire group. To collect the data, the researcher decided to use this method because only a part of the population was studied and findings from this can be generalized to the entire population. The approach used was what

Nworgu (1991) described as a sample survey in which a sample data in survey research is usually collected through questionnaire

3.3 Population of the Study

The population in this study comprised all the principals, teachers and Ministry of Education Officials (MOE). Therefore, the population was made up of 359 principals, 2,022 teachers and 246 MOE officials; making a total of 2,627 respondents. The breakdown of the population of secondary schools in each senatorial zone is shown in table 3.1.

Table 3.1: Population of the Study

S/N	Senatorial Zones	Schools	Principals	Teachers	MOE Officials	Total
1	Kogi Central	54	54	374	56	484
2	Kogi East	164	164	965	103	1232
3	Kogi West	141	141	683	87	911
	Total		2,627			
	Population					

Source: Data from Kogi State Ministry of Education (2019)

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

3.4 Sample and Sampling Techniques

Since the population under study is relatively high, the researcher used a portion of the population called sample, for investigation. Simple random sampling technique was adopted for the purpose of the study but to ensure adequate representation of the respondents, the cluster sampling technique was derived from the strata. A purposive method was also adopted to determine the sample size in the case of principals, teachers and Ministry of Education Officials (MOE). For the purpose of this research, Research Advisors (2006) at 0.05 Confidence Level was used to determine the sample size. The total sample size for the study was 46 principals, 256 teachers and 31 MOE officials, making a total of 333 respondents that were used for this study as shown in table 3.2.

Table 3.2: Sample of the Study

S/N	Senatorial Zones	Schools	Principals	Teachers	MOE Officials	Total
1	Kogi Central	9	9	47	7	63
2	Kogi East	21	21	126	15	162
3	Kogi West	16	16	83	9	108
Total Sample						333

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

3.5 Instrumentation

The instrument for data collection was structured questionnaire designed by the researcher titled: Application of Time Management Strategies to the Administration of Public Senior Secondary Schools Questionnaire (ATMSAPSSSQ) for principals, teachers and Ministry of

Education Officials (MOE). The instrument consists of seven sections; A- F, 5-point Likert type scale consisting of 1-10 items each was design to measure the Time Management Strategies to the Administration of Public Senior Secondary Schools.

Section A: focuses on application of time allocation to the administration of public senior secondary schools in Kogi State.

Section B: focuses on application of organization of termly planned school activities to the administration of public senior secondary schools in Kogi State.

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

Section D: has to do with application of delegation of responsibilities to the administration of public senior secondary schools in Kogi State.

Section E: examines on application of external management time waster to the administration of public senior secondary schools in Kogi State.

Section F: focuses on application of supervision of school activities to the administration of public senior secondary schools in Kogi state.

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

3.5.1 Validity of the Instrument

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

3.5.2 Pilot Test

In order to establish the reliability of the instrument, pilot test was carried out in 5 selected public senior secondary schools namely; Ihima Community Secondary School, Government Science Secondary School Ogaminana, Ebira Community Secondary School Nagazi, Okehi Community Secondary School, Etahi Community Secondary School, Eika Government Science Secondary School outside the targeted population that are used for the main study.

The main purpose of the pilot study is to test the adequacy and suitability of the instrument in measuring what it is supposed to measure and to ascertain any difficulty that the researcher may encounter when carrying out the main study. For the purpose of this, 34 copies of questionnaire were distributed to 5 principals, 19 teachers of the above-mentioned school and 10 to MOE officials. According to Commelly (2008) as quoted by Tapping (2014) “extend literature suggest that a pilot study sample should be 10 percent of the main sample projected for the larger study, he also maintained that 10 percent should be a minimum. The researcher also used 10 percent of the main sample projected.

3.5.3 Reliability of the Instrument

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

3.6 Procedure for Data Collection

A letter of introduction from the Department of Educational Foundations and Curriculum was collected from the Head of Department’s office introducing the researcher in order to obtain permission to administer his questionnaire to the respondents. The researcher personally took the questionnaire to the public senior secondary schools in Kogi State. The researcher and research assistants distributed the copies of questionnaire to the respondents individually and then collected them back after the completion.

3.7 Method of Data Analysis

The data collected were presented in tables, frequencies and percentages to summarize the responses on personal background of the subjects. Descriptive statistics of frequency count and percentages was used for research questions, while Information collected through the questionnaire was analyzed using the Statistical Package for Social Sciences (SPSS) which was also used to generate the frequency and percentage of the scores while the six hypotheses were analyzed to identify the mean difference using One Way Analysis of Variance (ANOVA).

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS

4.1 Introduction

The purpose of this study was to assess the application of time management strategies to the administration public senior secondary schools in Kogi State. For this reason, the opinions of principals, teachers, and Ministry of Education Officials (MOE) were sought. This chapter, therefore, deals with the analysis and presentation of data collected for the study. As mentioned earlier, questionnaire was designed and administered to principals, teachers, and Ministry of Education Officials (MOE) in public senior secondary schools in Kogi State, Nigeria. To achieve this, the data collected were statistically analyzed and the results were presented and discussed based on the objectives of the study.

4.2 Presentation and Discussion of Bio-Data

All data collected in this section were tabulated using frequencies and percentages as presented in table 4.1

Table 4.1: Bio-Data of the Respondents

S/N	Bio-data	Category	Frequency	Percentage (%)
		Principals	46	13.8%
1	Status	Teachers	256	76.9%
		MOE Officials	31	9.3%
		Total	333	100%

Table 4.1 shows the status of the respondents. 46 representing (13.8%) were principals, 256 representing (76.9%) were teachers while 31 representing (9.3%) are MOE Officials. This

implies that the majority (76.9%) of the respondents were teachers, since they formed the majority respondents to the questionnaire.

4.3 Answering of Research Questions

This section is presented to give the general description of the data collected in respect of the application of time management strategies to the administration public senior secondary schools in Kogi State, Nigeria. This involved 60 instrument items to access the above attributes. Each section was accessed with 10 items.

The table shows the respondents opinions collated along the five Likert scale of Strongly Agree (SA), Agree (A), Undecided (UD) Disagree (D) and Strongly Disagree (SD). However, for analytical, agree (A), undecided (UD) and disagree (D) was used as shown in table 4.5.

For easy comprehension, the 5 Likert scale was grouped into 3 categories of agree (A), undecided (UD) and disagree (D). Thus, agreement simply implies that respondents either agreed or strongly agreed. While disagreement simply implied that the respondents either disagreed or strongly disagreed and undecided remained a situation where the respondents were undecided or had no knowledge of the question at the time of investigation.

4.2.1 Respondents' Opinions on the application of time allocation to the administration of public senior secondary schools in Kogi State

In this section, the opinions of respondents were sought on the application of time allocation to the administration of public senior secondary schools in Kogi State, Nigeria. This section relates to research question one which asks what are the opinions of principals, teachers, and Ministry of Education Officials (MOE) in public senior secondary schools in Kogi State, Nigeria.

To answer this research question, opinions of all respondents related to items 1-10 in the questionnaire were collected, analyzed and discussed using frequency counts and percentages. Thus, Table 4.2 gives the details.

Table 4.2: Opinions of Respondents on the Application of Time Allocation to the Administration of Public Senior Secondary Schools in Kogi State, Nigeria

S/N	Item statement	Category of Respondent	Agree		Undecided		Disagree	
			(F.)	(%)	(F.)	(%)	(F.)	(%)
1	Principals often allocate time to some emergency cases in this school.	Principals	42	91.3	4	8.7	0	0.0
		Teachers	243	94.9	13	5.1	0	0.0
		MOE Officials	22	68.8	4	12.5	5	15.6
2	Principals quickly allocate time to urgent calls from the Ministry of Education.	Principals	43	93.5	3	6.5	0	0.0
		Teachers	246	96.1	10	3.9	0	0.0
		MOE Officials	24	75.0	1	3.1	6	18.8
3	Crisis situation sometimes disrupt principals' allocation of time for the day activities plans in the school.	Principals	44	95.7	2	4.3	0	0.0
		Teachers	244	95.3	11	4.3	1	0.4
		MOE Officials	24	75.0	2	6.3	5	15.6
4	Unscheduled visit of officials from the Ministry of Education often disrupts principals' administrative activities in the school.	Principals	40	87.0	6	13.0	0	0.0
		Teachers	233	91.0	19	7.4	4	1.6
		MOE	23	71.9	2	6.3	6	18.8

		Officials						
5	Principals devote enough time to activities that help build professional reputation in this school.	Principals	46	100	0	0.0	0	0.0
		Teachers	250	97.7	6	2.3	0	0.0
		MOE Officials	31	100	0	0.0	0	0.0
6	Principals effectively allocate time management system in line with school activities.	Principals	30	65.2	5	10.9	11	23.9
		Teachers	168	65.6	22	8.6	66	25.8
		MOE Officials	18	56.3	3	9.4	10	32.3
7	Principals devote time for his/her personal activities outside the school which has affect the goal attainment of the school.	Principals	35	76.1	1	2.2	10	21.7
		Teachers	177	69.1	9	3.5	70	27.3
		MOE Officials	21	65.6	1	3.1	9	28.1
8	Principals devote time on delegated supervising duties to the teachers in the school.	Principals	32	69.6	2	4.3	12	26.1
		Teachers	171	66.8	14	5.5	71	27.7
		MOE Officials	20	62.5	2	6.3	9	28.1
9	Principals devote time on supervision of teaching and learning process in the	Principals	33	71.7	5	10.9	8	17.4
		Teachers	176	68.8	16	6.3	64	25.0

	school.	MOE Officials	22	68.8	2	6.5	7	21.9
10	Principals devote time in holding Parents-Teachers' Association (PTA) meeting in the school regularly.	Principals	38	82.6	5	10. 9	3	6.5
		Teachers	182	71.1	16	6.3	58	22.7
		MOE Officials	22	68.8	2	6.3	7	21.9

In response to items 1 to 10 in table 4.2 which sought the opinions of principals, teachers, and Ministry of Education Officials (MOE) on application of time allocation to the administration of public senior secondary schools in Kogi State, Nigeria, responses of all respondents were collected, analyzed and discussed.

Response to item 1 revealed that principals often allocate time to some emergency cases in the school 42 (91.3%) of principals agreed to the statement 4 (8.7%) disagreed to the statement. While 243 (94.9%) of teachers agree that principals often allocate time to some emergency cases in the school, 13 (5.1%) of teachers disagreed. However, 22 (68.8%) of MOE officials agreed that principals often allocate time to some emergency cases in the public secondary schools in Kogi State, 5 (15.6%) disagreed while insignificant value of 4 (12.5%) were undecided. In all, it could be said that the respondents showed a greater response that principals often allocate time to some emergency cases in the public secondary schools in Kogi State of Nigeria. The result shows they are affirmative.

In response to item 2, it was revealed that principals quickly allocate time to urgent calls from the Ministry of Education in the public secondary schools in Kogi State, 43 (93.5%) of principals agreed to the statement 3 (6.5%) disagreed to the statement. While 246 (96.1%) of teachers agree that principals quickly allocate time to urgent calls from the Ministry of Education in the public secondary schools in Kogi State, 10 (3.9%) of teachers were undecided. However, 24 (75.0%) of MOE officials agreed that principals quickly allocate time to urgent calls from the Ministry of Education in the public secondary schools in Kogi

State, 6 (18.8%) disagreed while insignificant value of 1 (3.1%) was undecided. In all, it could be said that the respondents showed a greater response that principals quickly allocate time to urgent calls from the Ministry of Education in the public secondary schools in Kogi State of Nigeria.

In response to item 3, it was revealed that crisis situation sometimes disrupts principals' allocation of time for the day activities plans in the school. 44 (95.7%) of principals agreed to the statement 2 (4.3%) were undecided. Among teachers 244 (95.3%) agreed to the statement, 11 (4.3%) of teachers were undecided. However, 24 (75.0%) of MOE officials agreed that crisis situation sometimes disrupts principals' allocation of time for the day activities plans in the school in the public secondary schools in Kogi State, 5 (15.6%) disagreed while insignificant value of 2 (6.3%) were undecided. In all, it could be said that the respondents showed a greater response that crisis situation sometimes disrupts principals' allocation of time for the day activities plans in the school in the public secondary schools in Kogi State of Nigeria. The result shows they are affirmative.

Going by the respondents' opinions on items 4 to 10 where no respondent had less than 65.2% in respect of disagreement, it is evident that there was a positive perception from the opinions of principals, teachers, and Ministry of Education Officials (MOE) on application of time allocation to the administration of public senior secondary schools in Kogi State, Nigeria. It is believed that, Unscheduled visit of officials from the Ministry of Education often disrupts principals' administrative activities in the school, principals allocate enough time to activities that help them to build professional reputation in the school, principals allocate time to delegated supervising duties to the teachers in the school and principals allocate time to holding Parents-Teachers' Association (PTA) meeting in the school regularly. The result shows they are affirmative.

4.3.3 Respondents' Opinions on the application of appropriate schedule of school activities to the administration of public senior secondary schools in Kogi State.

In this section, the opinions of respondents were sought on the application of appropriate schedule of school activities to the administration of public senior secondary schools in Kogi

State, Nigeria. This section relates to research question one which asks what are the opinions of principals, teachers, and Ministry of Education Officials (MOE) in public senior secondary schools in Kogi State, Nigeria.

To answer this research question, opinions of all respondents related to items 21-30 in the questionnaire were collected, analyzed and discussed using frequency counts and percentages. Thus, Table 4.7 gives the details.

Table 4.3: Opinions of Respondents on the Application of Appropriate Schedule of School Activities to the Administration of Public Senior Secondary Schools in Kogi State, Nigeria

S/N	Item statement	Category of Respondent	Agree		Undecided		Disagree	
			(F.)	(%)	(F.)	(%)	(F.)	(%)

21	Principals always schedule meeting appropriately before communicating it and every important task agenda.	Principals	40	87.0	6	13.0	0	0.0
		Teachers	240	93.8	10	3.9	6	2.3
		MOE Officials	23	71.9	3	9.4	5	16.1
22	Principals ensure there is proper schedule of activities for meeting and tasks of every activity in the school.	Principals	40	87.0	6	13.0	0	0.0
		Teachers	238	93.0	7	2.7	11	4.3
		MOE Officials	22	68.8	0	0.0	9	28.1
23	Principals always make sure that every schedule activity of the day is carried out in the school.	Principals	42	91.3	3	6.5	1	2.2
		Teachers	246	96.1	7	2.7	3	1.2
		MOE Officials	29	90.6	0	0.0	2	6.3
24	Principals counsel students as one of the schedule activities of the school especially students that have special problems.	Principals	42	91.3	3	6.5	1	2.2
		Teachers	246	96.1	5	2.0	5	2.0
		MOE Officials	22	68.8	3	9.4	6	19.4
25	Principals devote time to schedule school activities appropriately like co-	Principals	44	95.7	2	4.3	0	0.0
		Teachers	239	93.4	6	2.3	11	4.3

	curricular activities in this school.	MOE Officials	24	75.0	1	3.1	6	18.8
26	Principals devote appropriate time for supervising school record.	Principals	43	93.5	2	4.3	1	2.2
		Teachers	232	90.6	15	5.9	9	3.5
		MOE Officials	24	75.0	2	6.3	5	15.6
27	Principals placed a time limit on unscheduled meetings with visitors.	Principals	44	95.7	1	2.2	1	2.2
		Teachers	234	91.4	12	4.7	10	3.9
		MOE Officials	24	75.0	1	3.1	6	18.8
28	Appropriate schedule of activities helps the principals to avoid conflict among major actors carrying out school activities and ensure each task is fully accomplished as planned.	Principals	43	93.5	1	2.2	2	4.3
		Teachers	172	67.2	11	4.3	73	28.5
		MOE Officials	30	93.8	1	3.1	0	0.0
29	Appropriate schedule of activities by principals helps to improve standard, save costs, remedy poor situations and above all, harmonizes organization focus.	Principals	39	84.8	1	2.2	6	13.0
		Teachers	189	73.8	7	2.7	60	23.4
		MOE Officials	27	84.4	0	0.0	4	12.5

30	Improper schedule of Principals	44	95.7	1	2.2	1	2.2
	activities attributed to poor administrative styles by Teachers	242	94.5	3	1.2	11	4.3
	school administrators in handling organizational task. MOE Officials	31	100	0	0.0	0	0.0

In response to items 21 to 30 in table 4.3 which sought the opinions of principals, teachers, and Ministry of Education Officials (MOE) on application of appropriate schedule school activities to the administration of public senior secondary schools in Kogi State, Nigeria, responses of all respondents were collected, analyzed and discussed.

Response to item 21 revealed that principals schedule meeting appropriately before communicating it and every important task agenda, 40 (87.0%) of principals agreed to the statement and 6 (13.0%) were undecided to the statement. While 240 (93.8%) of teachers agree that principals schedule meeting appropriately before communicating it and every important task agenda, 6 (2.3%) of teachers disagreed and 10 (3.9%) were undecided. However, 23 (71.9%) of MOE officials agreed that principals schedule meeting appropriately before communicating it and every important task agenda, 5 (16.1%) disagreed while 3 (9.4%) were undecided. In all, it could be said that the respondents showed a greater response that principals schedule meeting appropriately before communicating it and every important task agenda in the administration of public senior secondary schools in Kogi State of Nigeria. The result shows they are affirmative.

In response to item 22, it was revealed that principals ensure there is proper schedule of activities for meeting and tasks of every activity in the school, 40 (87.0%) of principals agreed to the statement 6 (13.0%) disagreed to the statement. While 238 (93.0%) of teachers agree that organization of school activities helps the principals to manage their time during the school period, 7 (2.7%) of teachers were undecided and 11 (28.1%) disagreed with the statement. However, 22 (56.3%) of MOE officials agreed that principals ensure that there is

proper schedule of activities for meeting and tasks of every activity in the school, 9 (28.1%) disagreed. In all, it could be said that the respondents showed a greater response that principals ensure that there is proper schedule of activities for meeting and tasks of every activity in the administration public senior secondary schools in Kogi State of Nigeria.

In response to item 24, it was revealed that principals counsel students as one of the scheduled activities of the school especially students that have special problems, 42 (91.3%) of principals agreed to the statement 3 (6.5%) were undecided while 1 (2.2%) of principals disagreed with the statement. Among teachers 246 (96.1%) agreed to the statement, 5 (2.0%) of teachers were undecided and 5 (2.0%) of teachers disagreed. However, 22 (68.8%) of MOE officials agreed that principals counsel students as one of the scheduled activities of the school especially students that have special problems in the administration public senior secondary schools in Kogi State, 6 (19.4%) disagreed while insignificant value of 3 (9.4%) were undecided. In all, it could be said that the respondents showed a greater response that principals counsel students as one of the schedule activities of the school especially students that have special problems in the administration of public senior secondary schools in Kogi State of Nigeria. The result shows they are affirmative.

Going by the respondents' opinions on items 25 to 30 where no respondent had less than 67.2% in respect of disagreement, it is evident that there was a positive perception from the opinions of principals, teachers, and Ministry of Education Officials (MOE) on application of appropriate schedule of school activities to the administration of public senior secondary schools in Kogi State, Nigeria. It is believed that, most principals devoted time to schedule co-curricular activities appropriately in this school, appropriate schedule of school activities helps the principals to avoid conflict among major actors carrying out school activities and ensure each task is fully accomplished as planned. Also, appropriate schedule of school activities by principals helps to improve standard, save costs, remedy poor situations and above all, harmonizes school administration focus in most public senior secondary schools in Kogi State. The result shows they are affirmative.

4.3.4 Respondents' Opinions on the application of delegation of responsibilities to the administration of public senior secondary schools in Kogi State.

In this section, the opinions of respondents were sought on the application of delegation of responsibilities to the administration of public senior secondary schools in Kogi State, Nigeria. This section relates to research question one which asks what are the opinions of principals, teachers, and Ministry of Education Officials (MOE) in public senior secondary schools in Kogi State, Nigeria.

To answer this research question, opinions of all respondents related to items 31-40 in the questionnaire were collected, analyzed and discussed using frequency counts and percentages. Thus, Table 4.4 gives the details.

Table 4.4: Opinions of Respondents on the Application of Delegation of Responsibilities to the Administration of Public Senior Secondary Schools in Kogi State, Nigeria

S/N	Item statement	Category of Respondent	Agree		Undecided		Disagree	
			(F.)	(%)	(F.)	(%)	(F.)	(%)
	Principals delegate authority	Principals	46	100	0	0.0	0	0.0

31	and responsibility to the person at the right time.	Teachers	250	97.7	6	2.3	0	0.0
		MOE Officials	31	100	0	0.0	0	0.0
32	Principals give time to staff to communicate to the school management about their assigned task.	Principals	30	65.2	5	10.9	11	23.9
		Teachers	168	65.6	22	8.6	66	25.8
		MOE Officials	18	56.3	3	9.4	10	32.3
33	Principals delegate staff to duties on appropriate time according to their abilities in the school.	Principals	35	76.1	1	2.2	10	21.7
		Teachers	177	69.1	9	3.5	70	27.3
		MOE Officials	21	65.6	1	3.1	9	28.1
34	Principals provide necessary time for authority, resources and support to staff when task is delegated.	Principals	32	69.6	2	4.3	12	26.1
		Teachers	171	66.8	14	5.5	71	27.7
		MOE Officials	20	62.5	2	6.3	9	28.1
35	Principals assign responsibilities to those	Principals	33	71.7	5	10.9	8	17.4

	he/she has confident and trust in their ability of doing the job.	Teachers	176	68.8	16	6.3	64	25.0
		MOE Officials	22	68.8	2	6.5	7	21.9
36	Principals place a limit for task completion when delegated.	Principals	38	82.6	5	10.9	3	6.5
		Teachers	182	71.1	16	6.3	58	22.7
		MOE Officials	22	68.8	2	6.3	7	21.9
37	Maintenance functions and students' personnel matters are delegated to the vice principals, guidance counselors and class masters by the principals.	Principals	42	91.3	4	8.7	0	0.0
		Teachers	243	94.9	13	5.1	0	0.0
		MOE Officials	22	68.8	4	12.5	5	15.6
38	Principals create accountability, meaning that teachers must be answerable for the tasks which they are authorized to carry out in the school.	Principals	43	93.5	3	6.5	0	0.0
		Teachers	246	96.1	10	3.9	0	0.0
		MOE Officials	24	75.0	1	3.1	6	18.8
39	Principals operate under equal responsibility to the delegated authority to all staff in this school.	Principals	44	95.7	2	4.3	0	0.0
		Teachers	244	95.3	11	4.3	1	0.4
		MOE Officials	24	75.0	2	6.3	5	15.6

40	Principals communicate to the teachers the task which is to be performed and a time limit is informed.	Principals	40	87.0	6	13.0	0	0.0
		Teachers	233	91.0	19	7.4	4	1.6
		MOE Officials	23	71.9	2	6.3	6	18.8

In response to items 31 to 40 in table 4.4 which sought the opinions of principals, teachers, and Ministry of Education Officials (MOE) on application of delegation of responsibilities to the administration of public senior secondary schools in Kogi State, Nigeria, responses of all respondents were collected, analyzed and discussed.

Response to item 31 revealed that principals delegate authority and responsibility to staff at the right time, 46 (100%) of principals all agreed to the statement. While 250 (97.7%) of teachers agree that principals delegate authority and responsibility to staff at the right time, 6 (2.3%) of teachers were undecided. However, 31 (100%) of MOE officials agreed that principals delegate authority and responsibility to staff at the right time. In all, it could be said that the respondents showed a greater response that principals delegate authority and responsibility to staff at the right time in the public secondary schools in Kogi State of Nigeria. The result shows they are affirmative.

In response to item 32, it was revealed that principals give time to staff to communicate to the school management about their assigned task, 30 (65.2%) of principals agreed to the statement 11 (23.9%) disagreed to the statement and 5 (10.9%) were undecided to the statement. Among teachers, 168 (65.6%) of teachers agreed that principals give time to staff to communicate to the school management about their assigned task, 22 (8.6%) of teachers were undecided and 66 (25.8%) of teachers disagreed to the statement. However, 18 (56.3%) of MOE officials agreed that principals give time to staff to communicate to the school management about their assigned task, 10 (32.3%) disagreed. In all, it could be said that the respondents showed a greater response that principals give time to staff to communicate to

the school management about their assigned task in the public secondary schools in Kogi State of Nigeria.

In response to item 33, it was revealed that principals delegate staff to duties on appropriate time according to their abilities in the school. 35 (76.1%) of principals agreed to the statement, 10 (32.3%) disagreed to the statement. Among teachers, 177 (69.1%) agreed that principals delegate staff to duties on appropriate time according to their abilities in the school, 10 (21.7%) of teachers disagreed. However, 21 (65.6%) of MOE officials agreed that principals delegate staff to duties on appropriate time according to their abilities in the school, 70 (27.3%) disagreed while insignificant value of 9 (3.7%) were undecided. In all, it could be said that the respondents showed a greater response that principals delegate staff to duties on appropriate time according to their abilities in the school in the public secondary schools in Kogi State of Nigeria. The result shows they are affirmative.

Going by the respondents' opinions on items 34 to 40 where no respondent had less than 68.8% in respect of disagreement, it is evident that there was a positive perception from the opinions of principals, teachers, and Ministry of Education Officials (MOE) on application of delegation of responsibilities to the administration of public senior secondary schools in Kogi State, Nigeria. It is believed that, most principals provide necessary time for authority, resources and support to staff when task is delegated, principals assign responsibilities to those he/she has confident and trust in their ability of doing the job and ensure each task is fully accomplished as planned. Also, principals create accountability, meaning that teachers must be answerable for the tasks which they are authorized to carry out in the school and principals communicate to the teachers the task which is to be performed and a time limit is informed in most secondary schools in Kogi State. The result shows they are affirmative.

4.3.5 Respondents' Opinions on the application of management of external time wasters to the administration of public senior secondary schools in Kogi State.

In this section, the opinions of respondents were sought on the application of management of external time wasters to the administration of public senior secondary schools in Kogi State,

Nigeria. This section relates to research question one which asks what are the opinions of principals, teachers, and Ministry of Education Officials (MOE) in public senior secondary schools in Kogi State, Nigeria.

To answer this research question, opinions of all respondents related to items 41-50 in the questionnaire were collected, analyzed and discussed using frequency counts and percentages. Thus, Table 4.5 gives the details.

Table 4.5: Opinions of Respondents on the Application of Management of External Time Wasters to the Administration of Public Senior Secondary Schools in Kogi State, Nigeria

S/N	Item statement	Category of Respondent	Agree		Undecided		Disagree	
			(F.)	(%)	(F.)	(%)	(F.)	(%)
41	Increasing the number of employees more than the	Principals	35	76.1	1	2.2	10	21.7

	appropriate limitation causes time wasting in this school.	Teachers	177	69.1	9	3.5	70	27.3
		MOE Officials	21	65.6	1	3.1	9	28.1
42	Principals attend to unscheduled visitors during school period.	Principals	32	69.6	2	4.3	12	26.1
		Teachers	171	66.8	14	5.5	71	27.7
		MOE Officials	20	62.5	2	6.3	9	28.1
43	Principals carefully reduce the number of meetings to minimum and only call concerned people to attend it.	Principals	33	71.7	5	10.9	8	17.4
		Teachers	176	68.8	16	6.3	64	25.0
		MOE Officials	22	68.8	2	6.5	7	21.9
44	Principals create another hour to make up wasted hours while attending to drop-in-visitors.	Principals	38	82.6	5	10.9	3	6.5
		Teachers	182	71.1	16	6.3	58	22.7
		MOE Officials	22	68.8	2	6.3	7	21.9
45	Much time is wasted due to the delayed receiving of information or receiving inaccurate information in this school.	Principals	42	91.3	4	8.7	0	0.0
		Teachers	243	94.9	13	5.1	0	0.0
		MOE Officials	22	68.8	4	12.5	5	15.6
46	The excess phone calls and	Principals	43	93.5	3	6.5	0	0.0

	reading newspapers and magazines causes time wasting in this school.	Teachers	246	96.1	10	3.9	0	0.0
		MOE Officials	24	75.0	1	3.1	6	18.8
47	Principals pay more attention to more important routine matters in this school.	Principals	44	95.7	2	4.3	0	0.0
		Teachers	244	95.3	11	4.3	1	0.4
		MOE Officials	24	75.0	2	6.3	5	15.6
48	Principals are contracted to spend his/her core time usefully towards the achievement of organizational goals.	Principals	40	87.0	6	13.0	0	0.0
		Teachers	233	91.0	19	7.4	4	1.6
		MOE Officials	23	71.9	2	6.3	6	18.8
49	Principals plan and allocate proper place for effective use of time on school activities.	Principals	46	100	0	0.0	0	0.0
		Teachers	250	97.7	6	2.3	0	0.0
		MOE Officials	31	100	0	0.0	0	0.0
50	Principals ensure that time is not spent on gossips and unofficial conversations that could led to big time wasted in the school.	Principals	30	65.2	5	10.9	11	23.9
		Teachers	168	65.6	22	8.6	66	25.8
		MOE Officials	18	56.3	3	9.4	10	32.3

In response to items 41 to 50 in table 4.5 which sought the opinions of principals, teachers, and Ministry of Education Officials (MOE) on application of management of external time wasters to the administration of public senior secondary schools in Kogi State, Nigeria, responses of all respondents were collected, analyzed and discussed.

In response to items 41 to 40 in table 4.8 which sought the opinions of principals, teachers, and Ministry of Education Officials (MOE) on application of management of external time wasters to the administration of public senior secondary schools in Kogi State, Nigeria, responses of all respondents were collected, analyzed and discussed.

Response to item 41 revealed that increasing the number of employees more than the appropriate limitation causes time wasting in the school, 35 (76.1%) of principals all agreed to the statement and 10 (21.7%) were disagreed. While 177 (69.1%) of teachers agreed that increasing the number of employees more than the appropriate limitation causes time wasting in the school, 9 (3.5%) of teachers were undecided and 70 (27.3%) disagreed to the statement. However, 21 (65.6%) of MOE officials agreed that increasing the number of employees more than the appropriate limitation causes time wasting in the school and 9 (28.1%) disagreed. In all, it could be said that the respondents showed a greater response that increasing the number of employees more than the appropriate limitation causes time wasting in the public secondary schools in Kogi State of Nigeria. The result shows they are affirmative.

In response to item 42, it was revealed that in most cases, principals attend to unscheduled visitors during school period, 32 (69.6%) of principals agreed to the statement 12 (26.1%) disagreed to the statement and 2 (4.3%) were undecided to the statement. Among teachers, 171 (66.8%) of teachers agreed that in most cases, principals attend to unscheduled visitors during school period, 14 (5.5%) of teachers were undecided and 71 (27.7%) of teachers disagreed to the statement. However, 20 (62.5%) of MOE officials agreed that in most cases, principals attend to unscheduled visitors during school period, 9 (28.1%) disagreed. In all, it could be said that the respondents showed a greater response that in most cases, principals attend to unscheduled visitors during school period in the public secondary schools in Kogi State of Nigeria.

In response to item 47, it was revealed that principals pay more attention to more important routine matters in the school. 44 (95.7%) of principals agreed to the statement, 2 (4.3%) were undecided to the statement. Among teachers, 244 (95.3%) agreed that principals pay more attention to more important routine matters in the school, 11 (4.3%) of teachers were undecided. However, 24 (75.0%) of MOE officials agreed that principals pay more attention to more important routine matters in the school, 5 (15.6%) disagreed while insignificant value of 2 (6.3%) were undecided. In all, it could be said that the respondents showed a greater response that principals pay more attention to more important routine matters in the public secondary schools in Kogi State of Nigeria. The result shows they are affirmative.

Going by the respondents' opinions on items 48 to 50 where no respondent had less than 56.3% in respect of disagreement, it is evident that there was a positive perception from the opinions of principals, teachers, and Ministry of Education Officials (MOE) on application of management of external time wasters to the administration of public senior secondary schools in Kogi State, Nigeria. It is believed that, most principals in the state were contracted to spend their core time usefully towards the achievement of school administrative goals, principals plan and allocate proper place for effective use of time on school activities. Also, principals ensure that time is not spent on gossips and unofficial conversations that could lead to time wasting in secondary school administration in Kogi State. The result shows they are affirmative.

4.3.6 Respondents' Opinions on the application of internal supervision of school activities to the administration of public senior secondary schools in Kogi State.

In this section, the opinions of respondents were sought on the application of supervision of school activities to the administration of public senior secondary schools in Kogi state, Nigeria. This section relates to research question one which asks what are the opinions of principals, teachers, and Ministry of Education Officials (MOE) in public senior secondary schools in Kogi State, Nigeria.

To answer this research question, opinions of all respondents related to items 51-60 in the questionnaire were collected, analyzed and discussed using frequency counts and percentages. Thus, Table 4.6 gives the details.

Table 4.6: Opinions of Respondents on the Application of Internal Supervision of School Activities to the Administration of Public Senior Secondary Schools in Kogi State, Nigeria

S/N	Item statement	Category of Respondent	Agree		Undecided		Disagree	
			(F.)	(%)	(F.)	(%)	(F.)	(%)
51	Principals follow up on the responsibilities delegated to the staff to ensure that the desired objectives are achieved.	Principals	43	6.5	3	6.5	0	0.0
		Teachers	250	97.7	6	2.3	0	0.0
		MOE Officials	29	90.6	2	6.3	0	0.0
52	Officials of Ministry of	Principals	41	89.1	3	6.5	2	4.3

	Education take effective time to evaluate principals' performance.	Teachers	235	91.8	12	4.7	9	3.5
		MOE Officials	28	87.5	2	6.3	1	3.1
53	Principals devote enough time to supervise teacher's performance on various subjects.	Principals	35	76.1	6	13.0	5	10.9
		Teachers	232	90.6	7	2.7	17	6.6
		MOE Officials	24	75.0	5	15.6	2	6.3
54	Principals take too much time to supervise school records.	Principals	38	82.6	2	4.3	6	13.0
		Teachers	242	94.5	3	1.2	11	4.3
		MOE Officials	26	81.3	2	6.3	3	9.4
55	Principals devote his time to supervise teachers' scheme of work in the school.	Principals	41	89.1	4	8.7	1	2.2
		Teachers	242	94.5	12	4.7	2	0.8
		MOE Officials	28	87.5	2	6.3	1	3.1
56	Principals supervise every teacher's activity in the school.	Principals	42	91.3	2	4.3	2	4.3
		Teachers	233	91.0	5	2.0	18	7.0
		MOE Officials	28	87.5	2	6.3	1	3.1

57	Principals devote time to evaluate students' performance at the end of every examination.	Principals	38	82.6	8	17.4	0	0.0
		Teachers	233	91.0	13	5.1	10	3.9
		MOE Officials	25	78.1	6	18.8	0	0.0
58	Officials of Ministry of Education supervise teachers' task performance in the school.	Principals	42	91.3	2	4.3	2	4.3
		Teachers	236	92.2	11	4.3	9	3.5
		MOE Officials	29	90.6	1	3.1	1	3.1
59	Officials of Ministry of Education devote time to pay unaware visit in order to supervise teachers during the lesson period.	Principals	40	87.0	4	8.7	2	4.3
		Teachers	243	94.9	8	3.1	5	2.0
		MOE Officials	28	87.5	2	6.3	1	3.1
60	Officials of Ministry of Education devote time to pay unaware visit in order to supervise teachers during the external and internal examination period.	Principals	36	82.6	8	17.4	0	0.0
		Teachers	241	94.1	13	5.1	2	0.8
		MOE Officials	26	81.3	5	15.6	0	0.0

In response to items 51 to 60 in table 4.6 which sought the opinions of principals, teachers, and Ministry of Education Officials (MOE) on application of supervision of school activities to the administration of public senior secondary schools in Kogi state, Nigeria, responses of all respondents were collected, analyzed and discussed.

Response to item 51 revealed that principals follow up on the responsibilities delegated to the staff to ensure that the desired objectives are achieved, 43 (93.5%) of principals agreed to the statement and 3 (6.5%) were disagreed. While 250 (97.7%) of teachers agreed that principals follow up on the responsibilities delegated to the staff to ensure that the desired objectives are achieved, 6 (2.3%) of teachers were undecided to the statement. However, 29 (90.6%) of MOE officials agreed that principals follow up on the responsibilities delegated to the staff to ensure that the desired objectives are achieved and 2 (6.3%) disagreed. In all, it could be said that the respondents showed a greater response that principals follow up on the responsibilities delegated to the staff to ensure that the desired objectives are achieved in the public secondary schools in Kogi State of Nigeria. The result shows they are affirmative.

In response to item 53, it was revealed that principals devote enough time to supervise teacher's performance on various subjects in the school, 35 (76.1%) of principals agreed to the statement, 5 (10.9%) disagreed to the statement and 6 (13.0%) were undecided to the statement. Among teachers, 232 (90.6%) of teachers agreed that principals devote enough time to supervise teacher's performance on various subjects in the school, 7 (2.7%) of teachers were undecided and 17 (6.6%) of teachers disagreed to the statement. However, 24 (75.0%) of MOE officials agreed that principals devote enough time to supervise teacher's performance on various subjects in the school, 2 (6.3%) disagreed. In all, it could be said that the respondents showed a greater response that principals devote enough time to supervise teacher's performance on various subjects in the public secondary schools in Kogi State of Nigeria.

In response to item 55, it was revealed that principals devote his/her time to supervise teachers' scheme of work in the school. 41 (89.1%) of principals agreed to the statement, 4 (8.7%) were undecided to the statement. Among teachers, 242 (94.5%) agreed that principals devote his/her time to supervise teachers' scheme of work in the school, 12 (4.7%) of teachers were undecided and 2 (0.8%) disagreed to the statement. However, 28 (87.5%) of MOE officials agreed that principals devote his/her time to supervise teachers' scheme of work in the school, 2 (15.6%) disagreed while insignificant value of 1 (3.1%) was undecided. In all, it could be said that the respondents showed a greater response that

principals devote his/her time to supervise teachers' scheme of work in the public secondary schools in Kogi State of Nigeria. The result shows they are affirmative.

Going by the respondents' opinions on items 56 to 60 where no respondent had less than 78.1% in respect of disagreement, it is evident that there was a positive perception from the opinions of principals, teachers, and Ministry of Education Officials (MOE) on application of supervision of school activities to the administration of public senior secondary schools in Kogi state, Nigeria. It is believed that, most principals supervise every teacher's activity in the school, principals devote time to evaluate students' performance at the end of every examination. Also, Officials of Ministry of Education supervise teachers' task performance in the school and officials of Ministry of Education devote time to pay unannounced visit in order to supervise teachers during the external and internal examination period in most secondary schools in Kogi State. The result shows they are affirmative.

4.4 Hypotheses Testing

This section deals with hypotheses testing in relation to the variables identified in the research objectives. Six hypotheses were designed for this study and analyzed with Analysis of Variance ANOVA because the respondents were more than two subjects. Sixty (60) questions in the questionnaire were designed for the four hypotheses used for this study. These issues on which the opinions of respondents were sought included; assess the application appropriate schedule of school activities to the administration of public senior secondary schools, assess the application of time allocation to the administration of public senior secondary schools, assess application of organization of termly planned school activities to the administration of public senior secondary schools, assess the application of delegation of responsibilities to the administration of public senior secondary schools, assess the application of management of external time waster to the administration of public senior secondary schools and assess the application of internal supervision of school activities to the administration of public senior secondary schools in Kogi state Nigeria.

The hypotheses were tested by the use of Scheffe's One-Way Analysis of Variance (ANOVA) at 0.05 level of significance. Post-hoc test was employed to ascertain the extent

of the significant differences in the opinions of principals, teachers, and Ministry of Education Officials (MOE) in relation to issues rose in the questionnaire. By this, the hypothesis was rejected when the probability value was less than the level of significance, but when the probability value was higher than the level of significance, the hypothesis was retained. However, where the hypothesis was rejected, Schaffer's test was employed to determine the differences in the respondents' opinions.

Hypothesis 1: There is no significant difference in the opinion of respondents on the application of time allocation to the administration of public senior secondary schools in Kogi State, Nigeria.

The hypothesis relates to items 1-10 in the questionnaire. In testing the hypothesis, Analysis of Variance (ANOVA) procedure was used because of the three categories of the respondents.

Table 4.7 shows the summary of ANOVA on the opinions of Principals, Teachers, and Ministry of Education Officials (MOE) on the Application of Time Allocation to the Administration of Public Senior Secondary Schools in Kogi State, Nigeria. It shows no significant difference.

Table 4.7: Summary of Analysis of Variance (ANOVA) in the Opinions of Respondents on the Application of Time Allocation to the Administration of Public Senior Secondary Schools in Kogi State, Nigeria

Source of Variation	Sum of Square	Df	Mean of Square	F-cal	F-critical	P-value	Decision
Between Groups	0.373	2	0.187		3.10	.064	H0 ₁ Retained
Within	142.209	330	0.431	0.431			

Groups

Total **142.583** **332** Ho is Retention if the p-value > 0.05

Source: Fieldwork, 2021

As shown in Table 4.7, if the P-value is less than the level of significance the hypothesis is rejected, but if otherwise, it is retained. The calculated F-value (0.431) is less than the critical value (3.10), while the P-value (.064) is greater than the significant level of 0.05 which indicates that there was no significant difference in the opinions of principals, teachers, and Ministry of Education Officials (MOE) on the application of time allocation to the administration of public senior secondary schools in Kogi State, Nigeria. The P-value (.064) is greater than the significant level of 0.05 which indicates that the Null hypothesis (**Ho₁**) is hereby, retained. The above result corresponds with the results of the research questions in which the majority of the respondents agreed with the items stated in the research questions.

Hypothesis 2: There is no significant difference in the opinions of respondents on the application of organization of termly planned school activities to the administration of public senior secondary schools in Kogi State.

The hypothesis relates to items 21-30 in the questionnaire. In testing the hypothesis, Analysis of Variance (ANOVA) procedure was used because of the three categories of the respondents.

Table 4.8 shows the summary of ANOVA on the opinions of Principals, Teachers, and Ministry of Education Officials (MOE) on the Application of Organization of Termly Planned School Activities to the Administration of Public Senior Secondary Schools in Kogi State, Nigeria. It shows no significant difference.

Table 4.8: Summary of Analysis of Variance (ANOVA) in the Opinions of Respondents on Application of Organization of Termly Planned School Activities to the Administration of Public Senior Secondary Schools in Kogi State

Source of Variation	Sum of Square	of Df	Mean of Square	F-cal	F-critical	P-value	Decision
Between Groups	90.576	2	45.288	2.619	12.07	.078	H ₀ Retained
Within Groups	660.727	330	2.002				
Total	751.303	332		Ho is Accepted if the p-value > 0.05			

Source: Fieldwork, 2021

As shown in Table 4.8, if the P-value is less than the level of significance the hypothesis is rejected, but if otherwise, it is retained. The calculated F-value (2.619) is less than the critical value (12.07), while the P-value (.078) is greater than the significant level of 0.05 which indicates that there is no significant difference in the opinions of principals, teachers, and Ministry of Education Officials (MOE) on the application of organization of termly planned school activities to the administration of public senior secondary schools in Kogi State, Nigeria. The P-value (.078) is greater than the significant level of 0.05 which indicates that the Null hypothesis (**H₀**) is hereby, retained. The above result corresponds with the results of the research questions in which the majority of the respondents agreed with the items stated in the research questions.

Hypothesis 3: There is no significant difference in the opinions of respondents on the application of appropriate schedule of school activities to the administration of public senior secondary schools in Kogi State, Nigeria.

The hypothesis relates to items 21-30 in the questionnaire. In testing the hypothesis, Analysis of Variance (ANOVA) procedure was used because of the three categories of the respondents.

Table 4.9 shows the summary of ANOVA on the opinions of Principals, Teachers, and Ministry of Education Officials (MOE) on the Application of Appropriate Schedule of School Activities to the Administration of Public Senior Secondary Schools in Kogi State, Nigeria. It shows no significant difference.

Table 4.9: Summary of Analysis of Variance (ANOVA) in the Opinions of Respondents on Application of Appropriate Schedule of School Activities to the Administration of Public Senior Secondary Schools in Kogi State, Nigeria

Source of Variation	Sum of Square	Df	Mean of Square	F-cal	F-critical	P-value	Decision
Between Groups	10.514	2	5.257	1.579	3.09	.089	H ₀₃ Retained
Within Groups	1098.699	330	3.329				
Total	1109.213	332		Ho is Accepted if the p-value > 0.05			

Source: Fieldwork, 2021

As shown in Table 4.9, if the P-value is less than the level of significance the hypothesis is rejected, but if otherwise, it is retained. The calculated F-value (1.579) is less than the critical value (3.09), while the P-value (.089) is greater than the significant level of 0.05 which indicates that there is a significant difference in the opinions of principals, teachers, and Ministry of Education Officials (MOE) on the application of appropriate schedule of school activities to the administration of public senior secondary schools in Kogi State, Nigeria. The P-value (.089) is greater than the significant level of 0.05 which indicates that the Null hypothesis (**H₀₃**) is hereby, retained. The above result corresponds with the results of the research questions in which the majority of the respondents agreed with the items stated in the research questions.

Hypothesis 4: There is no significant difference in the opinions of respondents on the application of delegation of responsibilities to the administration of public senior secondary schools in Kogi State, Nigeria.

The hypothesis relates to items 31-40 in the questionnaire. In testing the hypothesis, Analysis of Variance (ANOVA) procedure was used because of the three categories of the respondents.

Table 4.10 shows the summary of ANOVA on the opinions of Principals, Teachers, and Ministry of Education Officials (MOE) on the Application of Delegation of Responsibilities to the Administration of Public Senior Secondary Schools in Kogi State, Nigeria. It shows no significant difference.

Table 4.10: Summary of Analysis of Variance (ANOVA) in the Opinions of Respondents on Application of Delegation of Responsibilities to the Administration of Public Senior Secondary Schools in Kogi State, Nigeria

Source of Variation	Sum of Square	Df	Mean of Square	F-cal	F-critical	P-value	Decision
Between Groups	12.030	2	6.015				H ₀
				3.507	3.910	.071	Retained
Within Groups	98.673	330	0.299				
Total	110.703	332					Ho is Accepted if the p-value > 0.05

Source: Fieldwork, 2021

As shown in Table 4.10, if the P-value is less than the level of significance the hypothesis is rejected, but if otherwise, it is retained. The calculated F-value (3.507) is less than the

critical value (3.910), while the P-value (.071) is greater than the significant level of 0.05 which indicates that there is a significant difference in the opinions of principals, teachers, and Ministry of Education Officials (MOE) on the application of delegation of responsibilities to the administration of public senior secondary schools in Kogi State, Nigeria. The P-value (.071) is greater than the significant level of 0.05 which indicates that the Null hypothesis (**H₀₄**) is hereby, retained. The above result corresponds with the results of the research questions in which the majority of the respondents agreed with the items stated in the research questions.

Hypothesis 5: There is no significant difference in the opinions of respondents on the application of management of external time wasters to the administration of public senior secondary schools in Kogi State, Nigeria.

The hypothesis relates to items 41-50 in the questionnaire. In testing the hypothesis, Analysis of Variance (ANOVA) procedure was used because of the three categories of the respondents.

Table 4.11 shows the summary of ANOVA on the opinions of Principals, Teachers, and Ministry of Education Officials (MOE) on the Application of Management of External Time Wastersto the Administration of Public Senior Secondary Schools in Kogi State, Nigeria.It shows no significant difference.

Table 4.11: Summary of Analysis of Variance (ANOVA) in the Opinions of Respondents on Application of Management of External Time Wasters to the Administration of Public Senior Secondary Schools in Kogi State, Nigeria

Source of Variation	Sum of Square	Df	Mean of Square	F-cal	F-critical	P-value	Decision
Between Groups	2.820	2	1.410	2.377	1.104	.000	H ₀₅ Rejected

Within Groups	195.763	330	0.593
Total	198.583	332	Ho is Rejection if the p-value < 0.05

Source: Fieldwork, 2021

As shown in Table 4.11, if the P-value is less than the level of significance the hypothesis is rejected, but if otherwise, it is retained. The calculated F-value (2.377) is greater than the critical value (1.104), while the P-value (.000) is less than the significant level of 0.05 which indicates that there was a significant difference in the opinions of principals, teachers, and Ministry of Education Officials (MOE) on the application of management of external time wastersto the administration of public senior secondary schools in Kogi State, Nigeria. The P-value (.000) is less than the significant level of 0.05 which indicates that the Null hypothesis (**Ho₅**) is hereby, rejected. The Scheffe’s Multiple Comparison test shows in table 4.12.

Table 4.12: Summary of Scheffe’s Multiple Comparison test on the Opinions of Respondents on Application of Management of ExternalTime Wasters to the Administration of Public Senior Secondary Schools in Kogi State, Nigeria

Respondents	N	Mean
Principals	46	16.026
Teachers	256	16.108
MOE Officials	31	12.992

As indicated by Table 4.12, the mean score of principals 16.026 was found to be closer to that of teachers 16.108, implying that the difference between the two respondents were not

significant. However, the mean score of MOE officials 12.992 was found to be lower to that of principals and teachers, implying that the difference between the two respondents were not significant. This implies that the principals and teachers differ significantly in their opinions on the application of management of external time wastersto the administration of public senior secondary schools in Kogi State, Nigeria.

Hypothesis 6: There is no significant difference in the opinions of respondents on the application of supervision of school activities to the administration of public senior secondary schools in Kogi State, Nigeria.

The hypothesis relates to items 51-60 in the questionnaire. In testing the hypothesis, Analysis of Variance (ANOVA) procedure was used because of the three categories of the respondents.

Table 4.13 shows the summary of ANOVA on the opinions of Principals, Teachers, and Ministry of Education Officials (MOE) on the Application of Supervision of School Activities to the Administration of Public Senior Secondary Schools in Kogi State, Nigeria.It shows no significant difference.

Table 4.13: Summary of Analysis of Variance (ANOVA) in the Opinions of Respondents on Application of Internal Supervision of School Activities to the Administration of Public Senior Secondary Schools in Kogi State, Nigeria

Source of Variation	Sum of Square	Df	Mean of Square	F-cal	F-critical	P-value	Decision
Between Groups	8.558	2	4.279				H0 ₆
				7.545	12.172	.057	Retained
Within Groups	187.142	330	0.567				
Total	195.700	332					Ho is Accepted if the p-value > 0.05

Source: Fieldwork, 2021

As shown in Table 4.13, if the P-value is less than the level of significance the hypothesis is rejected, but if otherwise, it is retained. The calculated F-value (3.507) is less than the critical value (3.910), while the P-value (.071) is greater than the significant level of 0.05 which indicates that there is a significant difference in the opinions of principals, teachers, and Ministry of Education Officials (MOE) on the application of supervision of school activities to the administration of public senior secondary schools in Kogi State, Nigeria. The P-value (.071) is greater than the significant level of 0.05 which indicates that the Null hypothesis (H_{04}) is hereby, retained. The above result corresponds with the results of the research questions in which the majority of the respondents agreed with the items stated in the research questions.

4.5 Summary of Hypotheses Testing

In view of the findings on the respondents' opinions on application of time management strategies to the administration public senior secondary schools in Kogi State, Nigeria, the summary of the hypotheses was presented in Table 4.14.

Table 4.14: Summary of Hypotheses

S/ N	Statements	Statistical Method involved	Lev el of Sig.	Df	F-cal	P.val	Conclusio n
1	There is no significant difference in the opinions of respondents on the application of time allocation to the administration of public senior secondary schools in Kogi State.	ANOVA	0.05	2	3.10	.064	H0₁ Retained
2	There is no significant difference in the opinions of principals, teachers and MOE officials on the application of organization of termly planned school activities to the administration of public senior secondary schools in Kogi State.	ANOVA	0.05	2	2.619	.078	H0₂ Retained
3	There is no significant difference in the opinions of principals, teachers and MOE officials on the application of appropriate schedule of school activities to the administration of public senior secondary schools in Kogi State.	ANOVA	0.05	2	1.579	.089	H0₃ Retained
4	There is no significant difference in the views of principals, teachers and MOE officials on the application of delegation of	ANOVA	0.05	2	3.507	.071	H0₄ Retained

	responsibilities to the administration of public senior secondary schools in Kogi State						
5	There is no significant difference in the opinions of principals, teachers and MOE officials on the application of management of external time waster to the administration of public senior secondary schools in Kogi State.	ANOVA and scheffe's post- Hoc test	0.05	2	2.377	.000	H0₅ Rejected
6	There is no significant difference in the opinions of principals, teachers, and MOE officials on the application of supervision of school activities to the administration of public senior secondary in Kogi state.	ANOVA	0.05	2	7.545	.057	H0₆ Retained

Table 4.14 shows the summary of the hypotheses tested. Out of the six hypotheses tested, five were retained while one was rejected. The rejected hypothesis was subjected to Scheffe's post-hoc test to ascertain the extent of significant differences in the opinions of the respondents.

4.6 Summary of the Major Findings

The study revealed that:

1. Most of the principals devoted enough time to schedule activities appropriately that helped them to build professional reputation in the school. Also, most of them often allocated time to some emergency cases in the

public senior secondary schools in Kogi State. This is because the computed p.value is .064 which is higher than that of 0.05 level of significance;

2. Effective organization of school activities helped the principals to coordinate all events in the public senior secondary schools in Kogi State. This is because the computed p.value is .078 which is higher than that of 0.05 level of significance;
3. Most of the principals ensured that there are proper clear time limits for meeting and tasks of every activity in the school. Also, principals counseled students who have special problems in the schools as one of the scheduled school activities. This is because the computed p.value is .089 which is higher than that of 0.05 level of significance;
4. Most of the principals provided necessary time for authority, resources and support to staff when task is delegated. This is because the computed p.value is .071 which is higher than that of 0.05 level of significance;
5. Most principals in public senior secondary schools in Kogi State did not pay attention to important routine matters in their schools. This is because the computed p.value is .000 which is less than that of 0.05 level of significance; and
6. Most principals followed up on the responsibilities delegated to the staff to ensure that the desired objectives are achieved. Also, most Principals devoted enough time to supervise teacher's performance on various subjects in the public senior secondary schools in Kogi State.

4.7 Discussions of the Findings

This study was aimed at Application of Time Management Strategies to the Administration of Public Senior Secondary Schools in Kogi State, Nigeria. Its objectives were to assess application of appropriate schedule of school activities to the administration of public senior secondary schools, assess the application of time allocation to the administration of public

senior secondary schools, assess application of organization of termly planned school activities to the administration of public senior secondary schools, assess the application of delegation of responsibilities to the administration of public senior secondary schools, assess the application of management of external time wasters to the administration of public senior secondary schools and assess the application of supervision of school activities to the administration of public senior secondary schools in Kogi state Nigeria. (6) Hypotheses were tested using one-way analysis of variance (ANOVA) at 0.05 level of significance. Hypothesis is rejected if the p-value is less than the level of significance set by the study and is retained when the p-value is greater than the level of significance set by the study.

In response to research question one which sought the application of time allocation to the administration of public senior secondary schools in Kogi State, responses of all respondents were collected, analyzed and discussed. Going by the respondents' opinions on items 1 to 10 where no respondent had less than 65.2% in respect of disagreement, it is evident that there was a positive perception from the opinions of principals, teachers, and Ministry of Education Officials (MOE) on application of time allocation to the administration of public senior secondary schools in Kogi State, Nigeria. It is believed that, unscheduled time visit of officials from the Ministry of Education often disrupts principals' administrative activities in the school, principals devoted enough time to scheduled activities that helped them to build professional reputation in the school appropriately, principals devoted time to supervision of delegated duties to the teachers in the school and principals devoted time to hold Parents-Teachers' Association (PTA) meeting in the school regularly. The result shows they are affirmative. This is because the computed. p.value is .064 which is higher than that of 0.05 level of significance. The hypothesis leading to this finding is retained of which the p.value is .064 which is higher than 0.05 level of significant.

This could be compared to the study conducted by Akomolafe and Oluwatimehin (2013) titled "Principals' Time Management in Secondary Schools in Ondo State, Nigeria" This study examined principals' time management in secondary school in Ondo State. The finding showed that principals' time management was adequate and that they spent their time doing worthwhile assignments. The study revealed that students' enrolment and

location of schools were not important in time management skills of the principals with p.value 0.062 which is above 0.05 set for the significant level. The finding also correlated with Grissom et al., 2015). The emergence of accountability systems that require principals to invest a considerable amount of time in teacher observation and evaluation imposes further constraints on principals' time.

In response to research question two which sought the application of organization of termly planned school activities to the administration of public senior secondary schools in Kogi State, responses of all respondents were collected, analyzed and discussed. Going by the respondents' opinions on items 11 to 20 where no respondent had less than 65.6% in respect of disagreement, it is evident that there was a positive perception from the opinions of principals, teachers, and Ministry of Education Officials (MOE) on application of organization of termly planned school activities to the administration of public senior secondary schools in Kogi State, Nigeria. It is believed that, most principals organized time allocated to different school activities like academic activities, extra-curricular activities and internal examinations in their various schools, effective organization of school activities has helps to cost time for total events planned in the schools. Also, effective organization of school activities helped to pressing events to be identified in most secondary schools in Kogi State. The result shows they are affirmative.

It was revealed that effective organization of school activities helps the principals to coordinate all events in the public senior secondary schools in Kogi State. This is because the computed p.value is .078 which is higher than that of 0.05 level of significance. This could be compared to the study conducted by Akinyemi (2017) titled "Allocation of time in communities of practice: A strategy to enhance continuing professional teachers' development of high school teachers" The study investigated allocation of time as strategy established by communities of practice to enhance continuing professional teachers' development in selected high schools. The study finds out that time allocated for communities of practice are limited which do not enable teachers to have opportunity to learn as a team. The finding also correlated with Edwards (2002) are of the view that a lot of

maintenance functions and students' personnel matters should be delegated to the vice principals, guidance counselors and class masters.

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

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

Findings of the study revealed among others certain administrative strategies employed by principals for promoting teachers' commitment. It was further found that the secondary school principals did not effectively employ majority of the investigated administrative strategies in order to promote teachers' commitment. This was supported by According to

Shirley (2008), better time management can be achieved if goals have been set and then all future work is prioritized based on how it moves the individual or institution towards meeting the goals. 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.

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

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

It was revealed that principals provide necessary time for authority, resources and support to staff when task is delegated. This is because the computed p.value is .071 which is higher than that of 0.05 level of significance. This could be compared to the study conducted by Morake (2012) titled “The Effectiveness of Delegation as a Process in Primary Schools in South Central Region of Botswana” The study investigated the effectiveness of delegation as a management process in primary schools. Major findings of the study revealed that there is usually delegation of tasks to subordinates. School managers together with their subordinates share the workload.

In response to research question five which sought the application of management of external time wasters to the administration of public senior secondary schools in Kogi State, responses of all respondents were collected, analyzed and discussed. Going by the respondents’ opinions on items 41 to 50 where no respondent had less than 56.3% in respect of disagreement, it is evident that there was a positive perception from the opinions of principals, teachers, and Ministry of Education Officials (MOE) on application of management of external time wasters to the administration of public senior secondary schools in Kogi State, Nigeria. It is believed that, most principals in the state were contracted to spend their core time usefully towards the achievement of organizational goals, principals plan and allocate proper place for effective use of time on school activities. Also, principals ensure that time is not spent on gossips and unofficial conversations that could lead to time wasting in the school in most secondary schools in Kogi State.

It was revealed that most principals in public senior secondary schools in Kogi State pay more attention to more important routine matters in their schools. This is because the computed p.value is .000 which is less than that of 0.05 level of significance. This could be compared to the study conducted by Khan (2017) a study titled “Teacher’s Classroom Time Management Strategies at Secondary School level”. Further it was found that: male teachers were superior to female teachers; urban teachers were superior to the rural school teachers; science teachers were superior to the arts teachers; and public school teachers were superior to the private school teachers in classroom time management strategies CTMS. This was supported by Killian and Sexton (1999) maintained that it is very important to allocate large

quality time at a stretch to programmes of importance instead of allocating bits of time stretched out for a long period to the same function.

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

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

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study, conclusion and recommendations as well as suggestions for further studies.

5.2 Summary

This study explored Application of Time Management Strategies to the Administration of Public Senior Secondary Schools in Kogi State, Nigeria. Its objectives were to assess application of time allocation to the administration of public senior secondary school, application of organization of termly planned school activities to the administration of public senior secondary school, application appropriate schedule of school activities to the administration of public senior secondary schools, assess the application of delegation of responsibilities to the administration of public senior secondary schools, assess the application of management of external time wasters to the administration of public senior secondary schools and assess the application of supervision of school activities to the administration of public senior secondary schools in Kogi state Nigeria.

The second chapter presented literature review under the headings; conceptual framework of the study which is expatiated under the following headings such as meaning of time, meaning of management, meaning of time management, time management strategies, administration and school administration. Theoretical framework, empirical studies and summary were also reviewed in the study.

Chapter three was about the methods used for this study which were presented under sub-heading: the research design, population for the study, sample and sampling techniques, research instrument, validity and reliability of the instrument, procedures for data collection and data analysis techniques. In chapter three, descriptive survey was used using a questionnaire instrument adapted. Survey research involves gathering of data about a target population from a sample and generalizing the finding obtained from the analysis of sample to the entire population. The population in this study comprised all the principals, teachers and Ministry of Education Officials (MOE). Therefore, the population were made up of 359

principals, 2,022 teachers and 246 MOE officials; making a total of 2,573 respondents. The researcher adopted Research Advisor (2006) to determine the sample size of 46 principals, 256 teachers and 31 MOE officials, making a total of 333 respondents that were used for the study. The instrument used for this research was structured questionnaire that was designed by the researcher and pilot tested. The reliability coefficient obtained was 0.713. This was high enough for the instrument to be considered reliable. The researcher obtained letter of introduction from Head of Department. The letter of introduction assisted the researcher to get the permission to obtain the required information and assistance needed. In order to test the null hypotheses inferential statistics of Analysis of Variance (ANOVA) was employed using deviation formula at 0.05 significant level.

Chapter four deals with results and data analysis, both descriptive and inferential statistical tools were used for data analysis. The descriptive statistics of tables, frequency counts, and percentages was used to present demographic data of the respondents and also to answer research questions, while (ANOVA) Post Hoc Regression analysis for categorical data to test the degree of influence of independent variables on the dependent variable. Based on the analysis of data collected from respondents: principals, teachers, and Ministry of Education Officials (MOE) on application of time allocation to the administration of public senior secondary schools in Kogi State, Nigeria to answer the research questions formulated and hypotheses tested through the questionnaire.

5.3 Conclusions

Based on the findings, the study concluded that Principals devoted time to supervision of teaching and learning process in the school. Also, from the findings it could be concluded that principals devoted time to supervision of delegated duties to the teachers in the school. The study also concluded that effective organization of school activities helped the principals to coordinate all events in most of the public senior secondary schools in Kogi state, Nigeria. Also, secondary school principals should plan termly school activities appropriately to enhance productivity in the administration of public senior secondary schools. Appropriate schedule of school activities helped the principals to avoid conflict among major actors carrying out school activities and ensure each task is fully accomplished

as planned in the public senior secondary schools in Kogi state Nigeria. This study had shown that time management strategies in the school system enhanced 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. The study also concluded that principals created accountability, meaning that teachers must be answerable for the tasks which they are authorized to carry out in the administration of public senior secondary schools in Kogi state Nigeria. Also, delegating responsibilities to the specialists who possessed the skills of realistic decision making, made the tasks to be performed quickly and efficiently. Delegation responsibilities helps to provides a pool of talented and skilled personnel to those who are ready to take up advanced roles and bigger responsibilities. Principals should ensure that time is not spent on gossips and unofficial conversations that could lead to time waster in the school. Also, Principals should carefully reduce the number of meetings to minimum and only call concerned people to attend it. Officials of Ministry of Education take effective time to evaluate principals' performance. Principals follow up on the responsibilities delegated to the staff to ensure that the desired objectives are achieved in the administration of public senior secondary schools in Kogi state Nigeria.

5.4 Recommendations

Based on the findings, the study recommended that:

1. Time management should be part of training course given to the newly employed secondary school teachers. The integration of such time management course will acquaint the teachers with all time management tools, techniques and skills. Acquired knowledge will surely reduce all the time management militating factors and individuals will be able to work towards enhancing goals achievement at the right time;
2. Principals should see time management strategies as important tools for scheduling every school activity appropriately at the beginning of every session to enhance institutional productivity. However, they should structure time for every academic

function before the beginning of every term and as well assign time to academic activities using time-table;

3. Principals should delegate more duties to subordinate staff in ensuring that there is existence of functioning departments, consideration of expertise in delegation of duties and giving positions of responsibility to subordinate staff. There is need for in-service training for both school management team and teachers. This will guard against any transfer or absorption of a teacher who is fully skilled in a particular subject or activity;
4. Principals should create more hours to make up wasted time while attending to drop-in-visitors in the school if it cannot be avoided. Also, principals need to spend his/her core time usefully on important activities of the towards the achievement of educational set goals; and
5. Kogi State government in collaboration with the Post Primary Education Board (PPEB) should constantly organize leadership training programmes for principals to equip them with the necessary skills that can enable them to employ effective time management strategies that would enhance teachers' commitment in their schools. The secondary school principals should employ various instructional supervision strategies that will promote teachers' commitment for effective instructional delivery in schools. There should be also constant sponsored workshops and seminars for both the principals and teachers separately to enable them become skilled on the expectations of the supervision of instruction in secondary schools.

5.5 Suggestions for Further Studies

It is suggested that further studies be carried out in the following areas:

1. This study should be repeated in other secondary schools not covered by this study, or in other states of Nigeria in order to confirm or disapprove the findings in this study.
2. This study is by no means exhaustive; therefore, the researcher believes that further studies be carried out in tertiary institutions such as; University, Polytechnics, and Colleges of Education to expand the relevance of the study.

5.6 Contribution to the Knowledge

1. The researcher designed a time management strategies chart [pg. 31] that shows how principals should organize their priorities when carrying out their responsibilities and which responsibility could be carried out, delegated or even suspended as the case maybe for effective time management strategies in the administration of public senior secondary schools
2. This study will help school principals to regularly monitor teachers' instructional delivery and their level of compliance to school schedules in order to enhance teachers' commitment to teaching.
3. This study will also help Government to organize induction courses for those promoted to the rank of principals, to acquaint them with relevant knowledge in the management of instructional time.

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APPENDIX A

QUESTIONNAIRE ON APPLICATION OF TIME MANAGEMENT STRATEGIES TO THE ADMINISTRATION OF PUBLIC SENIOR SECONDARY SCHOOLS IN KOGI STATE, NIGERIA

Department of Educational Foundation and Curriculum,

Faculty of Education,

Ahmadu Bello University,

Zaria.

Dear Respondent,

REQUEST LETTER

I am a postgraduate student of the above institution and wish to solicit for your help in collecting necessary data on a research topic: “**Application of Time Management Strategies to the Administration of Public Senior Secondary Schools in Kogi State, Nigeria**”. You are expected to kindly respond to the issues raised in the questionnaire.

All information in the questionnaire will be treated confidentially and strictly for the purpose of this study. I will be grateful if you supply the required and appropriate information.

Yours Sincerely,

ABDUSSALAM, Jamiu Abdullah

P18EDFC8063

Section A: Bio-Data of Respondents

Please tick (v) in the appropriate space

1. Status

- a. Principals []
- b. Teachers []
- c. Inspectors []

Tick (√) in the appropriate column that relates to your opinion

Section B: Application of Time Allocation to the Administration of Public Senior Secondary Schools in Kogi State

S/N	Items Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	Principals often allocate time to some emergency cases in this school.					
2	Principals quickly allocate time to urgent calls from the Ministry of Education.					
3	Crisis situation sometimes disrupt principals' allocation of time for the day activities plans in the school.					
4	Unscheduled time visit of officials from the Ministry of Education often disrupts principals' administrative activities in the					

	school.					
5	Principals devote enough time to activities that help build professional reputation in this school.					
6	Principals effectively allocate time management system in line with school activities.					
7	Principals devote time for his/her personal activities outside the school which has affect the goal attainment of the school.					
8	Principals devote time on delegated supervising duties to the teachers in the school.					
9	Principals devote time on supervision of teaching and learning process in the school.					
10	Principals devote time in holding Parents-Teachers' Association (PTA) meeting in the school regularly.					

Section C: Application of Organization of Termly Planned School Activities to the Administration of Public Senior Secondary Schools in Kogi State

S/N	Items Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
11	Effective organization of school activities helps the principals to coordinate all events in this school.					
12	Organization of school activities helps the					

	principals to manage his/her time during the school period.					
13	Effective organization of school activities improves team participation process in the school.					
14	Effective organization of school activities helps the principals for easy task implementation in the school.					
15	Principals organizes time allocated to different school activities like academic activities, extra-curricular activities and internal examinations in this school.					
16	Principals often analyze allocated time to events in this school.					
17	Principals often evaluate time for each event plans in the schools.					
18	Crisis situation sometimes disrupt principals' organized planned school activities.					
19	Effective organization of school activities helps to cost time for total events planned in this school.					
20	Effective organization of school activities helps to pressing events to be identified in this school.					

Section C: Application of Appropriate Schedule of School Activities to the Administration of Public Senior Secondary Schools in Kogi State

S/N	Items Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
21	Principals schedule activities for meeting before communicating it and every important task agenda.					
22	Principals ensure there is proper clear time limits for meeting and tasks of every activity in the school.					
23	Principals always set time to begin every routine of the day in the school.					
24	Principals counsel students as one of the school activities appropriately especially those who have special problems in this school.					
25	Principals devote time to schedule co-curricular activities appropriately in this school.					
26	Principals devote appropriate time for supervising school record.					
27	Principals placed a time limit on unscheduled meetings with visitors.					
28	Appropriate schedule of school activities helps the principals to avoid conflict among major actors carrying out school activities and ensure each task is fully accomplished					

	as planned.					
29	Appropriate schedule of school activities by principals helps to improve standard, save costs, remedy poor situations and above all, harmonizes organization focus.					
30	Improper schedule of activities is attributed to poor administrative styles by school administrators in handling administrative tasks.					

Section D: Application of Delegation of Responsibilities to the Administration of Public Senior Secondary Schools in Kogi State

S/N	Items Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
31	Principals delegate authority and responsibility to the person at the right time.					
32	Principals give time to staff to communicate to the school management about their assigned task.					
33	Principals delegate staff to duties on					

	appropriate time according to their abilities in the school.					
34	Principals provide necessary time for authority, resources and support to staff when task is delegated.					
35	Principals assign responsibilities to those he/she has confident and trust in their ability of doing the job.					
36	Principals place a limit for task completion when delegated.					
37	Maintenance functions and students' personnel matters are delegated to the vice principals, guidance counselors and class masters by the principals.					
38	Principals create accountability, meaning that teachers must be answerable for the tasks which they are authorized to carry out in the school.					
39	Principals operate under equal responsibility to the delegated authority to all staff in this school.					
40	Principals communicate to the teachers the task which is to be performed and a time limit is informed.					

Section E: Application of Management of External Time Wasters to the Administration of Public Senior Secondary Schools in Kogi State

S/N	Items Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
41	Increasing the number of employees more than the appropriate limitation causes time wasting in this school.					
42	Principals attend to unscheduled visitors during school period.					
43	Principals carefully reduce the number of meetings to minimum and only call concerned people to attend it.					
44	Principals create other hours to make up wasted hours while attending to drop-in-visitors.					
45	Much time is wasted due to the delayed receiving of information or receiving inaccurate information in this school.					
46	The excess phone calls and reading newspapers and magazines causes time wasting in this school.					

47	Principals pay more attention to more important routine matters in this school.					
48	Principals are contracted to spend his/her core time usefully towards the achievement of organizational goals.					
49	Principals plan and allocate proper place for effective use of time on school activities.					
50	Principals ensure that time is not spent on gossips and unofficial conversations that could led to big time wasted in the school.					

Section F: Application of Supervision of School Activities to the Administration of Public Senior Secondary Schools in Kogi State

S/N	Items Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
51	Principals follow up on the responsibilities delegated to the staff to ensure that the					

	desired objectives are achieved					
52	Officials of Ministry of Education take effective time to evaluate principals' performance.					
53	Principals devote enough time to supervise teacher's performance on various subjects.					
54	Principals take too much time to supervise school records.					
55	Principals devote his time to supervise teachers' scheme of work in the school.					
56	Principals supervise every teacher's activity in the school.					
57	Principals devote time to evaluate students' performance at the end of every examination.					
58	Officials of Ministry of Education supervise teachers' task performance in the school.					
59	Officials of Ministry of Education devote time to pay unaware visit in order to supervise teachers during the lesson period.					
60	Officials of Ministry of Education devote time to pay unaware visit in order to supervise teachers during the external and internal examination period.					

APPENDIX B

LIST OF PUBLIC SENIOR SECONDARY SCHOOLS IN KOGI SENATORIA ZONES

KOGI CENTRAL

S/N	NAME OF SCHOOLS	NUMBER OF TEACHERS
1.	Community Secondary School Adavi-eba	27
2.	Ruhul Islam College of Arabic and Islamic Studies Adavi	17
3.	Ebira Community Secondary School Ogaminana	41
4.	Community Secondary School Kuroko	22
5.	Government Secondary School Kuroko	12
6.	Government secondary school Inioziomi	23
7.	Government Day Secondary School Okunchi	16

8.	Community Secondary School Ege	18
9.	Local government Sec. Sch. Ogaminana.	10
10.	Government Secondary School (steel city) Ajaokuta	42
11.	Government Secondary School Ebiya	22
12.	Community Secondary School Geregu	33
13.	Community Comprehensive High School eganyi	26
14.	Community Comprehensive High School Ogori.	14
15.	Community Secondary School Magongo.	7
16.	Government Day Secondary School Ohueta -Ihima.	19
17.	Okehi Community Secondary School Ikuehi – Ihima	14
18.	Ebira Muslim College Ikuehi – Ihima.	12
19.	Government Day Secondary School Ebako -Ihima	13
20.	Okehi Community Secondary School Uboro.	19
21.	Government Girl’s Unity Secondary Sch. Oboroke	21
22.	Okehi Community Secondary School Oboroke.	15
23.	Okene Secondary School Okene.	10
24.	Government Secondary School Okene.	16
25.	College of Arabic & Islamic Studies Okene.	19
26.	Local Government Secondary School Ohiana.	20
27.	Queen’s of Apostle College Okene.	19
28.	Etahi Community Secondary School Okene	19

29.	Government Day Secondary School Iruvucheba.	22
30.	Government Day Secondary School Ahache.	17
31.	Local Government Secondary School Agassa.	10
32.	Local Government Secondary School Upo Goro.	10
33.	Okene Community Central Sec. Schoo. Anyava.	14
34.	Okenegwe Community Secondary School Arigo.	17
35.	Lenon Memorial College Ageve.	27
36.	Okene Islamic Secondary School.	18
37.	Government Secondary School Otutu Okene.	28
38.	Ageva Community Science School, Okene	10
39.	Eganyi Community Secondary School, Eganyi	9
40.	Government Community Science Ahache, Okene	11
41.	Government Girl's Unity Secondary Sch. Oboroke	21
42.	Okehi Community Secondary School Oboroke.	15
43.	Okene Secondary School Okene.	10
44.	Government Secondary School Okene.	16
45.	College of Arabic & Islamic Studies Okene.	19
46.	Local Government Secondary School Ohiana.	20
47.	Queen's of Apostle College Okehi.	19
48.	Etahi Community Secondary School Okene	19
49.	Government Day Secondary School Iruvucheba.	22

50.	Government Day Secondary School Ahache.	17
51.	Local Government Secondary School Agassa.	10
52.	Abdulazeez Attah Memorial College Okene	45
53.	Ikuehi Community Science School, Ihima10	
54.	Community Secondary School Okene-eba	27

KOGI EAST

S/N	NAME OF SCHOOLS	NUMBER OF TEACHERS
55.	Ankpa district comm. Grammar schol Ankpa	45
56.	Government Day Secondary School Ikanekpo	13
57.	United Evan. Church Sec. School Ankpa.	19
58.	Community Secondary School Inye.	21
59.	Community Grammar School Ochi – Ofago	13
60.	United Evan. Church Sec. School Eti – Afor.	15
61.	Government Secondary School Enabo	9
62.	Young Muslim Congress Sec. School Ankpa	62
63.	Community Secondary Commercial College Awo.	6
64.	Community Secondary School Emekutu.	23
65.	District Community Secondary School Ojoku.	24
66.	Community Grammar School Enjema.	18

67.	College of Arabic and Islamic Studies Ankpa.	28
68.	Christ the King's College Awo – Akpali	7
69.	Community Secondary School Ogodu	20
70.	Community Secondary School Ikah.	11
71.	Community Secondary School Okenyi.	9
72.	Government Secondary School Inye.	6
73.	College of Arabic and Islamic Studies Ojoku.	12
74.	Enjema Community Secondary School Ofugo.	24
75.	Community Secondary School, Okaba.	11
76.	Bassa – Age Ang. Grammar School Gboloko.	16
77.	Community Secondary School Akakana4	
78.	Community Secondary School Effin.	8
79.	Government Secondary School Mozum.	6
80.	Bassa – Nge Community Sec. School Adum – Wiowo.	10
81.	Government Secondary School Emi – Gumi	7
82.	Community Secondary School Odenyi.	8
83.	Community Secondary School Koji	7
84.	Community Secondary School Kpanche.	5
85.	Peter Tokula Memorial High School Odu Ofomu.	11
86.	Agbeji Grammar School Agbeji.	15
87.	Community Secondary School Egume.	15

88.	Our Lady of School Anyigba	32
89.	Christian Missionary in Many Lands Secondary School Anyigba	36
90.	Community Secondary School Okura – Olafia	21
91.	Community Secondary Commercial College Anyigba.	35
92.	Community Secondary School yali	16
93.	Christian Missionary in Many Lands (Special) Sch. Iyali	10
94.	Muslim High School Anyigba	25
95.	Government Secondary School Ologba.	10
96.	Government Secondary School Odu.	26
97.	Government Day Secondary School Dekina.	16
98.	Dekina District Secondary School Dekina.	16
99.	Community Secondary School Olowa	11
100.	Community Secondary School Ajiolo – Ojaji	9
101.	Community Secondary School Ajekalaga.	11
102.	Community Secondary School Araba - Salifu.	9
103.	Community Secondary School Agada.	8
104.	Community Secondary School Agada II.	5
105.	Community Secondary School Emewe – Efopa.	4
106.	Government Secondary School Ojofu.	8
107.	Biraidu Comm. Secondary School Abocho.	13
108.	Girl’s Secondary School Ochaja.	10

109.	Ikani – Eibo Memorial College Ogbaloto.	8
110.	Community Secondary School Aloko.	8
111.	Ukpo Community Secondary School Ajogwoni.	5
112.	Christian Missionary in Many Lands Secondary School Ogbogodo	9
113.	Community Secondary School Adoji.	5
114.	Ofoji Community Secondary School Emewe-Opada.	7
115.	Government Secondary School Olowa.	8
116.	Father Arome Memorial College Echeno.	4
117.	Community Secondary School Odeke	10
118.	Community Secondary School, Odomomoh.	5
119.	Community Secondary School Enweli.	6
120.	Government Day Secondary School Ejule-Ogebe.	11
121.	Edoja Community Secondary School Uchuchu	5
122.	Community Secondary School Iyano.	6
123.	Community Secondary School Affah.	7
124.	Community Secondary School, Unale.	4
125.	Idah Secondary Commercial College Idah	24
126.	Ogah Memorial Grammars school Idah.	13
127.	Government girl’s Secondary School Idah.	15
128.	St. Kizito’s College, Idah.	16
129.	Holy Rosary College, Idah.	22

130.	Dickson Memorial College, Idah.	29
131.	Ansarul Deen Model College, Idah.	8
132.	Community Secondary School Akpanya	11
133.	Community Secondary School Oforachi.	4
134.	Community Secondary School Ugwaka – Olla.	7
135.	Government Secondary School Okenya.	8
136.	Community Secondary School Ogbogbo.	4
137.	Odolu District Secondary School Odolu.	4
138.	Arvugo Development Secondary School	9
139.	Community Secondary School Ajaka.	10
140.	Government Day Secondary School Akpogu	7
141.	Community Secondary School Okofi.	24
152.	Community Secondary School Gegu Beki.	1
153.	Crowther Memorial College Lokoja.	47
154.	Bishop Delisle College Lokoja	44
155.	Government Day Secondary School Adankolo.	54
156.	Saint Clement Seminary Secondary School Lokoja.	20
157.	Muslim Community Secondary School Lokoja.	67
158.	Army Day Secondary School, Lokoja.	69
159.	Government Girl’s Secondary School Sarkin -Noma	23
160.	Institute of Arabic & Islamic Studies Lokoja	20

161.	Government Secondary School Agbaja	2
162.	Government Secondary School Abugi	2
163.	Community Secondary School Ofakaga	13
164.	Community Secondary School Ejule	10
165.	Community Secondary School Ochadamu.	7
166.	Community Secondary School Umomi	5
167.	Community Secondary School Ugwolawo.	13
168.	Community Secondary School Ogagwu	7
169.	Community Secondary School Agojeju	7
170.	Community Secondary School Onicha – Igo	11
171.	Community Secondary School Ofabo	7
172.	Government Secondary School Itobe.	17
173.	Government Girl’s Model Sec. Sch. Ogbonicha.	11
174.	Community Secondary School Adupi – Ogugu.	9
175.	Community Secondary School Emonyoku.	11
176.	Community Secondary School Efabo.	16
177.	Okpo Community Secondary School Okpo	13
178.	Community Grammar School Emagagba II	7
179.	Community Grammar School Ofante.	12
189.	Qua – Iboe Church Secondary School Ogugu.	16
190.	Emonoja Community Secondary School Ogbofe.	3

191.	Community Secondary School Adeh	10
192.	Community Secondary School Imane.	21
193.	Community Secondary School Adum - Ogugu.	11
194.	Community Comprehensive College Etukwo.	8
195.	Ammeh Commercial College Etutekpe	7
196.	Igah Commercial College Ikeje.	11
197.	Government day Secondary School Ikem – Ogogu.	15
198.	Community High School Etutekpe.	14
199.	Government Secondary School Okpo.	14
200.	Community Secondary School Ette.	15
201.	Government Model Secondary School Ette.	15
202.	Community Secondary School Agbenema	8
203.	Community Secondary School Agojeju – Odo.	13
204.	Community Secondary School Ibado – Akpacha.	13
205.	Community Secondary School Abejukolo.	13
206.	Government Secondary School Abejukolo.	13
207.	Community Secondary School Olla.	6
208.	Iyaji Commercial Secondary School Abejukolo.	11
209.	Community Secondary School Bagana.	5
210.	Community Secondary School Bagaji – Odo.	5

KOGI WEST

S/N	NAME OF SCHOOLS	NUMBER OF TEACHERS
211	Community High School Iyamoye7	
212.	Community High School Iyara.	14
213.	Community High School Aiyetoro – Gbede.	19
214.	Community High School Ikoyi.	10
215.	Community Secondary School Ogidi.	6
216.	Community Secondary School Ayere.	3
217.	Baptist high school ekinrin – adde.	8
218.	Community Comprehensive College Ekinrin Adde.	9
219.	Government Day Secondary School Ogale/Aduge.	5
220.	Government day Secondary School Ogidi.	6
221.	Government Day Sec. Sch. Aiyetoro – Gbede.	16
222.	Okoro Gbede High School Okoro – Gbede.	10
223.	Community Comprehensive College Ayeh – Gbede.	5
224.	Baptist Secondary Commercial School Iyah- Gbede.	10
225.	Iyara Muslim College Iyara.	17
226.	Iffe Secondary Commercial College Iffe.	6
227.	Local Government Sec. Sch. Aiyegunle Gbede.	9
228.	Amadiya Sec. Sch. Aiyegunle Gbede.	6

229.	Midag College of Arabic & Islamic Studies Aiyegunle.	8
230.	St. Barnabas Secondary School Kabba.	14
231.	St. Augustine College Kabba.	33
232.	Okebukun High School Okebukun.	14
233.	Kabba Community High Secondary Kakun	9
234.	Local Government Secondary School Otu –Eguunbe.	18
235.	Local Government Secondary School Ayede –Bunu.	6
236.	Community High School Oke – Offin.	10
237.	Ajigba Grammar School Olleh – Bunu.	6
238.	Community Secondary School Odo – Ape.	11
239.	Community Secondary School Illah – Bunu.	4
240.	Government Secondary School Iluke.	5
241.	African Church Secondary School Isanlu.	10
242.	Ilafin Victory College Ilafin.	12
243.	JNI/Comprehensive High School Ife Olukotun.	7
244.	Wesley High School Ife – Olukotun.	6
245.	Community High School Take – Isao.	14
246.	Local Government Secondary Sch. Alalodu – Ejuku	15
247.	Community High School Ponyan.	16
248.	Community High School Ejuku.	17
249.	Community High school Ijowa.	11

250.	Community Secondary School Igbo – Ero.	12
251.	Community Secondary School Isanlu. 16	
252.	Oluyori Muslim Comprehensive High School Isanlu..	17
253.	Igbagun Secondary School Igbagun.	13
254.	St. Kizito’s College Isanlu.	21
255.	Alu Community High School Alu.	5
256.	Asetu Memorial Commercial Secondary School Oranle	7
257.	Local Government Secondary School Ejiba.	7
258.	Obagidan Secondary School Ogube.	5
259.	Comprehensive High School Odo –Eri.	10
260.	Community Secondary School Odo –Ara.	3
261.	Community Grammar School Oke –Ere.	8
262.	Egbe Comprehensive College Egbe.	9
263.	Community Secondary School Okoloke	12
264.	Okutadudu high School Odo – Ere.	13
265.	Ogah/Ogbom Grammar School agunelewo.	14
266.	St. Peter’s College Egbe.	18
267.	Government Day Secondary School Okeri.	7
268.	United Secondary School Odo – Ere.	9
269.	Government Secondary School Egbe.	19
270.	Okoto Community Grammar School Odo – Ere.	13

271.	Community Secondary school Amuro	13
273.	Baptist High school Mopa.	16
274.	Cruise Memorial school Mopa	8
275.	Ecwa Secondary School Mopa.	13
276.	Community Secondary school Ilai.	4
277.	Government Day Secondary school Takete Ide.	1
278.	Government Secondary School Kabba.	14
279.	St. Augustine College Kabba.	33
280.	Okebukun High School Okebukun.	14
281.	Kabba Community High Secondary Kakun	9
282.	Local Government Secondary School Otu –Eguunbe.	18
283.	Local Government Secondary School Ayede –Bunu.	6
284.	Community High School Oke – Offin.	10
285.	Ajigba Grammar School Olleh – Bunu.	6
286.	Community Secondary School Odo – Ape.	11
287.	Community Secondary School Illah – Bunu.	4
288.	Government Secondary School Iluke.	5
289.	African Church Secondary School Isanlu.	10
290.	Ilafin Victory Science College Ilafin.	12
291.	Baptist Science school ekinrin – adde.	8
292.	Community Comprehensive College Ekinrin Adde.	9

293.	Government Day Secondary School Ogale/Aduge.	5
294.	Government day Science School Ogidi.	6
295.	Government Day Sec. Sch. Aiyetoro – Gbede.	16
296.	Okoro Gbede High School Okoro – Gbede.	10
297.	Community Comprehensive College Ayeh – Gbede.	5
298.	Baptist Secondary Commercial School Iyah- Gbede.	10
299.	Iyara Muslim College Iyara.	17
300.	Iffe Secondary Commercial College Iffe.	6
301.	Government Sec. Sch. Aiyegunle Gbede.	9
302.	Amadiya Islamic Sch. Aiyegunle Gbede.	6
303.	Midag College of Arabic & Islamic Studies Aiyegunle.	8

Source: Planning Research and Statistics Department, Kogi State teaching service commission, Lokoja (2021).

APPEDIX C

**LIST OF SCHOOLS AND TEACHERS SAMPLED FROM THE THREE
SENATORIA ZONES IN KOGI STATE**

KOGI CENTRAL

S/N	NAME OF SCHOOLS	NUMBER OF TEACHERS
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1.	Government Community Science Ahache, Okene	6
2.	Government Girl's Unity Secondary Sch. Oboroke	5
3.	Okehi Community Secondary School Oboroke.	5
4.	Okene Secondary School Okene.	5
5.	Government Secondary School Okene.	5
6.	College of Arabic & Islamic Studies Okene.	6
7.	Local Government Secondary School Ohiana.	5
8.	Queen's of Apostle College Okene.	4
9.	Government Day Secondary School Iruvucheba.	4

KOGI EAST

S/N	NAME OF SCHOOLS	NUMBER OF TEACHERS
1.	Ankpa district comm. Grammar schol Ankpa	6
2.	Government Day Secondary School Ikanekpo	6
3.	United Evan. Church Sec. School Ankpa.	6
4.	Community Secondary School Inye. 6	
5.	Community Grammar School Ochi – Ofago	6
6.	United Evan. Church Sec. School Eti – Afor.	9
7.	Government Secondary School Enabo	3

8.	Young Muslim Congress Sec. School Ankpa	6
9.	Community Secondary Commercial College Awo.	3
10.	Community Secondary School Emekutu.	6
11.	District Community Secondary School Ojoku.	9
12.	Community Grammar School Enjema.	6
13.	College of Arabic and Islamic Studies Ankpa.	9
14.	Christ the King's College Awo – Akpali	3
15.	Community Secondary School Ogodu	9
16.	Community Secondary School Ikah.	6
17.	Community Secondary School Okenyi.	3
18.	Government Secondary School Inye.	3
19.	College of Arabic and Islamic Studies Ojoku.	6
20.	Enjema Community Secondary School Ofugo.	6
21.	Community Secondary School, Okaba.	6

KOGI WEST

S/N	NAME OF SCHOOLS	NUMBER OF TEACHERS
1.	Community High School Iyamoye	6

2.	Community High School Iyara.	5
3.	Community High School Aiyetoro – Gbede.	5
4.	Community High School Ikoyi.	5
5.	Community Secondary School Ogidi.	3
6.	Community Secondary School Ayere.	2
7.	Baptist high school ekinrin – adde.	9
8.	Community Comprehensive College Ekinrin Adde.	6
9.	Government Day Secondary School Ogale/Aduge.	3
10.	Government day Secondary School Ogidi.	3
11.	Government Day Sec. Sch. Aiyetoro – Gbede.	6
12.	Okoro Gbede High School Okoro – Gbede.	3
13.	Community Comprehensive College Ayeh – Gbede.	3
14.	Baptist Secondary Commercial School Iyah- Gbede.	9
15.	Iyara Muslim College Iyara.	6
16.	Iffe Secondary Commercial College Iffe.	3

The Total Number of Schools Sampled: 46

The Total Number of Principals sampled: 46

The Total Number of Teachers Sampled: 256

The Total Number of MOE Officials: 31

The Total Population Sampled: 333