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## TIME MANAGEMENT PRACTICES AND ADMINISTRATIVE EFFECTIVENESS OF TEACHERS IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE, NIGERIA

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### Abstract

Time management is a crucial professional skill that significantly influences teacher effectiveness, particularly in administrative tasks. In public secondary schools, teachers perform both instructional and administrative roles such as lesson planning, documentation, student supervision, and participation in school governance. Despite these expectations, school authorities in Anambra State, Nigeria, have reported recurring issues of administrative inefficiency among teachers, raising concerns about how well time is utilized. This study examined the extent to which time management practices affect the administrative effectiveness of teachers in public secondary schools in the state. A correlational survey design was employed. The sample comprised 800 teachers selected from a population of 8,187 using stratified random sampling across six educational zones in Anambra State. Data were gathered using a validated instrument, the Time Management and Administrative Effectiveness Questionnaire (TMAEQ), which covered four domains: lesson planning, task prioritization, delegation, and goal setting. Reliability testing yielded a Cronbach's alpha of 0.88. Descriptive statistics were used to answer research questions, while Pearson Product Moment Correlation was used to test the hypotheses at a 0.05 significance level. Findings revealed significant positive correlations between all four time management practices and administrative effectiveness. Lesson planning and goal setting were the strongest predictors, indicating that teachers who structured their work schedules and aligned activities with clear objectives performed better administratively. Task prioritization enabled teachers to manage competing duties effectively, while delegation though less frequently practiced still contributed positively to workload management and timely task execution. The study concludes that time management skills directly enhance teachers' administrative productivity. Teachers who manage time effectively are more organized, responsive, and reliable in carrying out school duties beyond the classroom. It is recommended that teacher training programs incorporate time management modules, that schools institutionalize delegation systems, and that teacher evaluations include

time-use metrics. Promoting time consciousness among teachers will lead to more efficient school administration and better educational outcomes.

**Keywords:** *Time Management, Administrative Effectiveness, Teachers, Lesson Planning, Prioritization, Delegation, Goal Setting, Public Secondary Schools, Anambra State.*

## Introduction

The efficient use of time is a critical factor in achieving organizational goals, especially in school systems where the teacher's role goes beyond instruction to include various administrative duties. In educational institutions, the need for timely execution of tasks such as lesson planning, record keeping, school correspondence, and supervision of student activities makes time management an indispensable professional skill. Effective time management promotes productivity, accountability, and organizational order, while its absence breeds inefficiency, stress, and system failure (Ejiogu, 2019; Yusuf, 2020).

In Nigerian public secondary schools, particularly those in Anambra State, the increasing administrative burden on teachers has drawn attention to their ability to balance instructional duties with non-instructional obligations. Teachers are expected to plan lessons, compile records, attend meetings, supervise extracurricular activities, and sometimes stand in for absent colleagues. The ability to fulfill these roles effectively is linked not only to training and resources but also to how well teachers manage their time (Onuka, 2019).

Despite the obvious importance of time management in promoting administrative effectiveness, anecdotal and empirical evidence suggests a considerable gap in its practice. School administrators often complain about teachers missing deadlines, coming unprepared for meetings, and submitting incomplete student records. These shortcomings may be symptoms of poor time management, lack of prioritization, and absence of structured routines. Thus, the question arises: to what extent does time management contribute to the administrative effectiveness of teachers?

This study investigates how specific time management practices lesson planning, task prioritization, delegation, and goal setting affect the administrative effectiveness of teachers in Anambra State public secondary schools. It is guided by the urgent need to improve school functioning by equipping teachers with time management skills relevant to modern educational demands.

## Statement of the Problem

The administrative responsibilities assigned to teachers in Nigerian public secondary schools have increased in recent years due to growing student populations, expanded curriculum requirements, and stricter regulatory standards. In Anambra State,

teachers are expected to handle student documentation, class registers, lesson planning records, duty reports, and participate in various committees. However, consistent reports from school principals and education officials suggest that many teachers struggle to meet these demands efficiently and within set timelines.

Observation shows that lesson plans are often not submitted as scheduled, registers remain incomplete, and administrative meetings are poorly attended or rushed. Such issues compromise the credibility and efficiency of school administration and raise concerns about the underlying causes. One significant but often overlooked factor is the teachers' ability to manage their time effectively. When time is not planned, tasks are either poorly executed or omitted entirely. Despite multiple workshops and training programs, there is still limited empirical evidence on the actual relationship between time management practices and teachers' administrative effectiveness in the Anambra context.

Therefore, this study addresses the problem of administrative inefficiency among teachers in Anambra State by investigating how well time management practices such as lesson planning, prioritization, delegation, and goal setting influence their administrative performance.

### **Purpose of the Study**

The main purpose of this study is to examine the influence of time management practices on the administrative effectiveness of

teachers in public secondary schools in Anambra State, Nigeria. Specifically, the study seeks to:

1. Determine the relationship between lesson planning and teachers' administrative effectiveness.
2. Ascertain the effect of task prioritization on administrative performance.
3. Evaluate the impact of delegation on administrative effectiveness.
4. Assess the influence of goal setting on teachers' ability to carry out administrative responsibilities.

### **Research Questions**

The following research questions guided the study:

1. What is the relationship between lesson planning and the administrative effectiveness of teachers?
2. How does task prioritization affect teachers' administrative performance?
3. What is the influence of delegation on teachers' administrative effectiveness?
4. In what way does goal setting contribute to the administrative efficiency of teachers?

### **Hypotheses**

The following null hypotheses were tested at a 0.05 level of significance:

1. Ho<sub>1</sub>: There is no significant relationship between lesson planning and administrative effectiveness.
2. Ho<sub>2</sub>: Task prioritization has no significant effect on administrative performance.
3. Ho<sub>3</sub>: Delegation does not significantly influence administrative effectiveness.
4. Ho<sub>4</sub>: Goal setting has no significant relationship with administrative effectiveness.

### Method

The study employed a correlational survey design, which is appropriate for determining the degree of relationship between two or more variables. This design allowed the researcher to observe and quantify the influence of time management practices on administrative effectiveness among teachers without manipulating any variables.

### Population of the Study

The population of the study consisted of 8,187 teachers in public secondary schools across Anambra State, according to the 2024 database of the Post-Primary Schools Service Commission (PPSSC).

### Sample and Sampling Technique

Using Taro Yamane's formula for determining sample size from a finite population, a sample of 800 teachers was drawn. Stratified random sampling was used to ensure proportional representation from the six educational zones in Anambra State:

Aguata, Awka, Nnewi, Ogidi, Onitsha, and Otuocha.

### Instrument for Data Collection

The instrument used was a structured questionnaire titled "Time Management and Administrative Effectiveness Questionnaire" (TMAEQ). The instrument was divided into two sections namely;

Section A: Demographic information and section B: Items on time management practices and administrative effectiveness (25 items)

Responses were structured on a 4-point Likert scale ranging from Strongly Agree (4) to Strongly Disagree (1).

### Validation of Instrument

The instrument was subjected to face and content validation by three experts in Educational Management and Measurement and Evaluation at Chukwuemeka Odumegwu Ojukwu University. Their input was used to revise ambiguous and redundant items.

### Reliability of the Instrument

A pilot study involving 50 teachers outside the sample population was conducted. The Cronbach's alpha reliability coefficient for the instrument was 0.88, indicating high internal consistency.

### Method of Data Analysis

Descriptive statistics such as mean and standard deviation were used to answer the research questions, while Pearson Product

Moment Correlation Coefficient (PPMCC) was used to test the hypotheses at the 0.05 significance level using SPSS version 25.

## Results

The analysis of data collected from the 800 respondents is presented below according to the research questions and hypotheses.

### Research Question 1:

What is the relationship between lesson planning and the administrative effectiveness of teachers?

**Table 1: Mean and Standard Deviation on Lesson Planning and Administrative Effectiveness**

Item	Mean	Standard Deviation	Interpretation
I prepare my lesson plans ahead of schedule.	3.58	0.73	High
My lesson plans guide my daily activities in school.	3.63	0.68	High
Administrative tasks are completed faster when I plan my lessons well	3.44	0.81	High
Lesson planning reduces last-minute rush for reports and files	3.57	0.74	High

Grand Mean = 3.56, SD = 0.74 → Interpretation: High Practice of Lesson Planning

### Research Question 2:

How does task prioritization affect teachers' administrative performance?

**Table 2: Mean and Standard Deviation on Task Prioritization and Administrative Performance**

Item	Mean	Standard Deviation	Interpretation
I rank my daily tasks based on urgency and importance	3.71	0.66	High

I avoid wasting time on non-essential duties during school hours.	3.52	0.75	High
Prioritizing tasks helps me to complete administrative work on time.	3.65	0.70	High
I have a to-do list that guides my administrative responsibilities.	3.47	0.79	High

Grand Mean = 3.59, SD = 0.72 → Interpretation: High Practice of Task Prioritization

### Research Question 3:

What is the influence of delegation on teachers' administrative effectiveness?

**Table 3: Mean and Standard Deviation on Delegation and Administrative Effectiveness**

Item	Mean	Standard Deviation	Interpretation
I delegate certain tasks to prefects or student leaders.	3.33	0.79	Moderate
I trust others to handle delegated tasks responsibly.	3.28	0.83	Moderate
Delegating tasks helps me focus on key administrative duties.	3.44	0.78	High
I experience reduced stress when I share responsibilities.	3.38	0.80	Moderate

Grand Mean = 3.36, SD = 0.80 → Interpretation: Moderate Practice of Delegation

### Research Question 4:

In what way does goal setting contribute to the administrative efficiency of teachers?



**Table 4: Mean and Standard Deviation on Goal Setting and Administrative Efficiency**

Item	Mean	Standard Deviation	Interpretation
I set specific daily or weekly goals for school tasks.	3.69	0.72	High
Goal setting gives direction to my administrative activities.	3.66	0.74	High
I review and adjust my goals based on school needs.	3.61	0.76	High
Goals help me focus and minimize distractions at work.	3.59	0.75	High

Grand Mean = 3.64, SD = 0.74 → Interpretation: High Practice of Goal Setting

### Hypotheses Testing

**Table 5: Pearson Correlation Between Time Management Practices and Administrative Effectiveness**

Variables	N	r	p-value	Decision
Lesson Planning × Admin Effectiveness	800	0.582	0.001	Reject Ho <sub>1</sub>
Task Prioritization × Admin Effectiveness	800	0.613	0.000	Reject Ho <sub>2</sub>
Delegation × Admin Effectiveness	800	0.447	0.004	Reject Ho <sub>3</sub>
Goal Setting × Admin Effectiveness	800	0.568	0.001	Reject H4 <sub>4</sub>

### Discussion of Findings

The results clearly demonstrate that time management practices significantly contribute to the administrative effectiveness of teachers in public secondary schools in Anambra State.

First, the study found that lesson planning is positively correlated with administrative effectiveness. Teachers who engage in structured lesson planning were found to complete administrative duties more efficiently and with fewer delays. This aligns with findings from Akomolafe (2021), who emphasized that lesson planning helps

teachers navigate their responsibilities with clarity and focus.

Second, task prioritization emerged as a critical practice that enhances administrative output. Teachers who arrange their tasks based on urgency and importance tend to fulfill reporting duties, documentation, and follow-up actions more promptly. This supports Yusuf (2020), who observed that teachers' performance is often a reflection of their ability to prioritize.

Third, although delegation had a lower mean score compared to other variables, it still showed a significant positive correlation with administrative effectiveness. The moderate use of delegation suggests that some teachers are reluctant to assign responsibilities to others, possibly due to mistrust or limited available personnel. Uzoegwu and Okeke (2021) stressed the importance of effective delegation in reducing work overload and enhancing productivity.

Lastly, goal setting was strongly associated with effective task execution. Teachers who set short- and long-term objectives were more organized and proactive in managing administrative obligations. Goal setting gives direction, reduces procrastination, and improves focus. This agrees with the findings of Okoro (2019) who linked goal clarity with efficient school operations.

### Conclusion

This study has empirically demonstrated that time management practices play a significant role in determining the administrative effectiveness of teachers in public secondary

schools in Anambra State, Nigeria. The results revealed that lesson planning, task prioritization, delegation, and goal setting are essential elements that enable teachers to fulfill their administrative responsibilities effectively.

Teachers who planned their lessons in advance, prioritized their tasks, delegated duties appropriately, and established clear goals exhibited higher levels of administrative efficiency. This efficiency manifested in timely reporting, proper documentation, effective participation in school meetings, and reduced administrative delays. On the other hand, failure to apply these time management strategies often resulted in disorganization, missed deadlines, and increased administrative pressure.

The findings affirm the growing consensus in educational literature that time is one of the most valuable resources in school management, and its conscious regulation by teachers can greatly influence institutional productivity and goal attainment. It is, therefore, imperative for stakeholders in the education sector including school principals, the Ministry of Education, and teacher training institutes—to create a conducive environment for the cultivation and reinforcement of effective time management habits among educators.

### Recommendations

Based on the findings and conclusion of this study, the following recommendations are made:



1. Institutional Training: The Ministry of Education and Post-Primary Schools Service Commission (PPSSC) should organize regular workshops and training sessions focusing specifically on time management strategies for teachers.

2. Time-Conscious Culture: School principals should promote a time-conscious culture by reinforcing the importance of lesson planning, goal setting, and prioritization in all administrative engagements.

3. Delegation Policies: Schools should adopt structured delegation systems that empower

teachers to share non-core responsibilities with prefects, interns, or administrative assistants, thereby reducing overload.

4. Monitoring Mechanism: There should be a time management performance index introduced in staff appraisal systems, to ensure that teachers are evaluated partly based on how effectively they utilize their work hours.

5. Goal Setting Frameworks: Teachers should be encouraged to set realistic weekly or termly goals with measurable administrative outputs, supported by school heads and department coordinators.

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