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RELATIONSHIP BETWEEN TIME PLANNING AND SCHEDULING PRACTICES ADOPTED BY PRINCIPALS AND EFFECTIVE INSTRUCTIONAL SUPERVISION IN PUBLIC SECONDARY SCHOOLS IN DELTA STATE, NIGERIA

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ABSTRACT

The study aimed at investigating the relationship between time planning and scheduling practices adopted by principals and effective instructional supervision in public secondary schools in Delta State, Nigeria. It adopted a correlation survey design approach. Two research questions were provided answers to, and two hypotheses were tested at 0.05 level of significance. The entire population of public school principals, 485, were administered the research instruments, 'Time Planning and Scheduling Practices adopted by Principals (QTPSPP) and Effective Instructional Supervision Scale (EISS)'. The instruments were validated by three experts, and Cronbach Alpha method confirmed the instruments to be reliable at the reliability coefficients of 0.80 and 0.81, respectively. The data collected was subjected to analysis using Pearson Product Moment Correlation, r method. The study found that there is moderate but positive relationship between principals' time planning; time scheduling practices and effective instructional supervision in Delta State public secondary schools. It also reported that there is significant relationship between principals' time planning, time scheduling practices and effective instructional supervision in Delta State public secondary schools. It was envisaged that principals of public secondary schools in Delta State should uphold the practices being deployed already, and still continue to be innovative in developing other relevant and emerging time management practices that might be perceived as having the potential to impact instructional supervision commendably.

Keywords: Time Planning, Time Scheduling, Principal, Instructional Supervision, Public Secondary School.

Introduction

Education globally is an invaluable venture, worthy of catapulting any society that manages it well into an enviable level. It is a serious business that requires well-articulated, coordinated and controlled programmes and activities to ensure its goals are maximally attained. Every level and stage of education is critical, and should be effectively planned, organized and managed if its intended goals must be achieved. In the view of Azubuike (2023), secondary level of education refers to the educational experience that a basic school leaver is

exposed to, to get him ready for survival in the society and or to be eligible for enrolment into tertiary education programmes. Throwing more light to this, Nwogu and Moses (2020) stated that senior secondary education is the second rung of the Nigerian education ladder received after the universal basic education, and before the tertiary stage, aimed at preparing the individual for useful living in the society, and higher education. The government basically has the responsibility to approve, establish, owned and manage public secondary school.

Supporting this, Nwogbo and Ilavbare (2021), posited that public category of secondary schools are owned, controlled, managed and financed through taxpayer's money, and aimed at providing equal education opportunities to the masses, irrespective of tribe, religion, economic and or political status and affiliation. Understandably, the objectives and goals of this level of education cannot be achieved without the expertise of a school manager. This is why government appoints a school manager who is considered to be well-schooled, knowledgeable and skilled in coordinating, planning, supervising, mentoring, motivating and implementing the curriculum for this level without favouritism. This school manager is referred to as the principal.

In public secondary schools, the principal serves as the eye of the government, helping in ensuring effective implementation of the curriculum in the schools of their primary assignments. Udoka (2018), stressed that the principal is the government appointed head of leadership in a secondary school, who is charged with the responsibility of overseeing daily operations of the school, on behalf of the government. A principal is the chief administrator of a secondary school, saddled with the responsibility of ensuring smooth operations of the school on daily basis (Orji & Unachukwu, 2021). Orji and Unachukwu appointed out that to ensure smooth operations of secondary schools, the activities and programmes, such as lesson delivery and time resource of the school have to be continually planned, scheduled, coordinated, monitored and supervised properly by the principal. It is understandable that for a principal to embark on instructional supervision, he has to be guided by time planned and scheduled for such lesson, the three management practices are examined in the current study.

To plan time is to make decision on appropriate minutes or hours to be set assigned to each activity, program and or lesson that the principal will be directly or indirectly in. It is the act of deciding personal activities and period in day and week to perform them. Adeolu (2020) stressed that time planning is the process of goal setting, tasks identification and tasks execution. It entails deciding tasks to be performed daily and weekly basis. It allows principals define objectives and map out activities for their various classes and try to ensure that teachers remain focused on them. Anju (2019) noted that time planning allows principals and teachers to make connections between materials across weeks, as well as divide other tasks such as preparing for assignments

into more manageable 'units'. Elegonye, Osuji and Usman cited in Nwogbo and Ilavbare (2021) argued that when principals engage in appropriate planning strategies, students are bound to enjoy adequate attention and increased instructional time thus impacting on their knowledge and academic achievement. When instructions have been planned and prioritized, the actual apportionment of time begins in the form of time scheduling.

Time scheduling entails setting up period to start and finish a task. Omenu, cited in Nwogbo and Ilavbare (2021), asserted that time scheduling involves scheduling events, concentrating on a single task at a time, finishing one task before going to another, regularly monitoring time usage, planning schedules to save time and spending most time on profitable activities. Akinyemi and Ajayi (2020) maintained that a good time management technique is to always schedule events and try to stick to them according to the diary, planner chart or calendar in accomplishing educational aims and objectives. Once time for school programs, activities and instructions have been scheduled and approved by the principal, it becomes an operational time controlling document which guides the principal in carrying out instructional supervision of teachers within his jurisdiction.

Instructional supervision is one the most important routine and daily tasks of a principal. This is understandable, because every school's primary responsibility is to promote teaching and learning, and the principal is the chief supervisor of instructions in the school of their primary assignment. Instructional supervision is indispensable, because it determines effectiveness of instructional delivery by teachers. It helps to checkmate the teachers' commitment and dedication to implementing the curriculum in line with set standard. It is what determines whether or not the primary goal of education will be achieved. It is the platform through which the principal makes positive impacts on the teachers' capacity and willingness to uphold standards for effective lesson delivery. Throwing more light on why instructional supervision by principals is indispensable, Dikeogu and Amadi (2019) stressed that the principal in carrying out the instructional supervision assist the teachers to creditably perform the duties of preparation of lesson plan and notes, lesson delivery, effective use of diverse methods of teaching in the classroom, use of instructional materials, keeping and maintenance of school records, effective/ efficient classroom management, as well as provides meaningful feedback and direction that can assist the classroom teacher perform his/her own duties better.

However, the reality is that some principals are sometimes overwhelmed by the complex demanding nature of the critical positions they occupy in schools. Observations of the researcher to few public secondary schools in Delta State point to a possibility of poor, irregular and unguided supervision of instructions by some principals. This does not seem to be surprising, as Agogbua, Umeh and Amobi (2021) lamented that poor supervision of

instructions has been a long-existing issue needing attention. The lapses in supervision could be a pointer that time resource available for the schools are not effectively put to good use by the principals. This might as well be an indication that time might not have been effectively planned and scheduled, making it almost impossible for principals to effectively carry out instructional supervisions on teaching and learning encounters in the schools. In light of this unpleasant situation, the current study is aimed at investigating the relationship between time planning and scheduling practices adopted by principals and instructional supervision in public secondary schools in Delta State, Nigeria.

Purpose of the Study

The general purpose of the study was to relationship between time planning and scheduling practices adopted by principals and instructional supervision in public secondary schools in Delta State, Nigeria. The study specifically sought to determine the:

1. Relationship between time planning practices adopted by principals and instructional supervision in public secondary schools in Delta State.
2. Relationship between time scheduling practices adopted by principals and instructional supervision in public secondary schools in Delta State.

Research Questions

The following research question guided the study:

1. What is the relationship between time planning practices adopted by principals and instructional supervision in public secondary schools in Delta State?
2. What is the relationship between time scheduling practices adopted by principals and instructional supervision in public secondary schools in Delta State?

Hypotheses

The following null hypotheses which further guided the study were tested at 0.05 levels of significance:

1. Time planning practices adopted by principals have no significant relationship with instructional supervision in public secondary schools in Delta State.
2. Time scheduling practices adopted by principals do not have significant relationship with instructional supervision in public secondary schools in Delta State.

Method

Research Design

The study adopted correlation research design. Galadanci and Mukhtar (2017) viewed a correlational survey design as the design that is used to show the magnitude and level of relationship between variables of interest. Correlation survey design was considered appropriate for this study because it is aimed at investigating the relationship between time planning and scheduling practices adopted by principals and effective instructional supervision in

public secondary schools in Delta State, Nigeria.

Population of the Study

The population of the study comprised 485 principals of public secondary schools in Delta State, out of which 96 were of the male gender and 389 were of the female gender. Composition of the population also showed that 190 principals are from Delta Central; 174 are from the Delta North, and 121 are from Delta South. Source: Delta State Ministry of Basic and Secondary Schools (2023). Principals were chosen as respondents to the study because they are the managers of secondary schools of their primary assignment, and are in pole position of supplying information on managerial and supervisory matters, such as time planning practices, time scheduling practices, and effective instructional supervision. These categories of tasks are principals' to execute, and if he does not do them well, it show in the school, in terms ineffectiveness of the principal. Meanwhile, the entire population of principals in the State was adopted for the study, because the researcher considered the population moderate and manageable. Hence, sampling was not carried out.

Instrument for Data Collection

Two questionnaires developed by the researchers were used for data collection for the study. The two instruments are titled: Questionnaire on Time Planning and Scheduling Practices adopted by Principals (QTPSPP) and Effective Instructional Supervision Scale (EISS). The QTPSPP had two sections, namely: section A which contains the demographic data of the principal, and section B which contains 3-clusters. Cluster 1 contained 5-items related to time planning practices; cluster 2 contained 5-items related to time scheduling practices, and cluster 3 contained 5-items which covered key aspects of effective instructional supervision. The clusters were structured on a four point rating scale, namely: often, 4 points; sometimes, 3 points; rarely, 2 points, and never, 1 point.

Validation and Reliability of the Instrument

The instruments were validated by three research experts. These included two lecturers in the Department of Educational Management and Policy, and a lecturer in Measurement and Evaluation, Department of Educational Foundations, all from the Faculty of Education, Nnamdi Azikiwe University, Awka. To ensure internal consistency of the instruments, a trial test was carried out on 30 principals from 30 secondary schools in Anambra State. The collected data were organised and analysed using Cronbach Alpha which yielded reliability coefficients of 0.80 and 0.81 for QTPSPP and EISS, respectively. The instruments were deemed reliable as the coefficients are in line with the recommendation of Downie and Heath, cited in Nworgu (2015), that co-efficient values ranging from 0.80 and above, should be considered as high correlation for a research instrument.

Method of Data Collection

The data were collected using direct delivery method. The researcher, together with four research assistants who are teachers, successfully administered and retrieved all the copies of the instruments within two weeks. Retrieval was basically on-the spot.

Method of Data Analysis

Pearson Product Moment Correlation was used for data analysis. For decision on research questions, the Pearson Correlation Coefficient, r was interpreted using the guideline provided by Downie and Heath cited in Nworgu (2015), which recommended 0.80 and above as high correlation; above 0.30 but below 0.80 as moderate correlation, and below 0.30 as low correlation. For decision on the null hypotheses, in line with the recommendations of Lumen (2021), if probability value (P-value) was less than or equal to the level of significance or alpha levels of 0.05, the null hypothesis was to be rejected, and if the probability value (P-value) was greater than the level of significance of 0.05, the null hypothesis would not be rejected.

Presentation of Results

Research Question 1: What is the relationship between time planning practices utilized by principals and effective instructional supervision in public secondary schools in Delta State?

Table 1: Pearson r on Principals' Time Planning Practices and Effective Instructional Supervision.

	N	Time Planning Practices	Effective Instructional Supervision	Remarks
Time Planning Practices	485	1.00	0.72*	Moderate
Effective Instructional Supervision	485	0.72*	1.00	

From the Table 1, the correlation coefficient (r) between principals' time planning practices and effective instructional supervision is 0.72. This indicated that there is moderate positive relationship between principals' time planning practices and effective instructional supervision in Delta State public secondary schools.

Research Question 2: What is the relationship between time scheduling practices utilized by principals and effective instructional supervision in public secondary schools in Delta State?

Table 2: Pearson r on Principals' Time Scheduling Practices and Effective Instructional Supervision.

	N	Time Scheduling Practices	Effective Instructional Supervision	Remarks
Time Scheduling Practices	485	1.00	0.71*	Moderate
Effective Instructional Supervision	485	0.71*	1.00	

Table 2 revealed that the correlation coefficient (r) between principals' time scheduling practices and effective instructional supervision is 0.71, and this implies that there is moderate relationship between principals' time scheduling practices and effective instructional supervision in Delta State public secondary schools. The direction of the relationship is positive

Hypothesis 1: There is no significant relationship between time planning practices utilized by principals and effective instructional supervision in public secondary schools in Delta State.

Table 3: Test of Significance of Pearson Correlation, r between Time Planning Practices and Effective Instructional Supervision.

	N	Time Planning Practices	Effective Instructional Supervision	P-Value	Decision
Time Planning Practices	485	1.00	0.72*	0.05	Significant
Effective Instructional Supervision	485	0.72*	1.00		

Result of the data analysis presented on table 3 revealed that correlation coefficient (r) = 0.72, which is greater than the 0.05 for P-Value. This indicates that there is significant relationship between principals' time planning practices and effective instructional supervision in Delta State public secondary schools. Therefore, the null hypothesis is rejected.

Hypothesis 2: There is no significant relationship between time scheduling practices utilized by principals and effective instructional supervision in public secondary schools in Delta State.

Table 4: Test of Significance of Pearson Correlation, r between Time Scheduling Practices and Effective Instructional Supervision.

	N	Time Scheduling Practices	Effective Instructional Supervision	P-Value	Decision
Time Scheduling Practices	485	1.00	0.71*		
				0.05	Significant
Effective Instructional Supervision	485	0.71*	1.00		

Result of the data analysis presented on table 4 revealed that correlation coefficient (r) = 0.71, which is greater than the 0.05 for P-Value. This means there is significant relationship between principals' time scheduling practices and effective instructional supervision in Delta State public secondary schools. To this end, the null hypothesis is rejected.

Discussion of Results

In the study, it was reported that there is moderate positive relationship between principals' time planning practices and effective instructional supervision in Delta State public secondary schools. In related study, Kayode and Ayodele (2015), had reported that the level of time management practices adopted by teachers was moderate. On the other hand, the current study also revealed that there is significant relationship between principals' time planning practices and effective instructional supervision in Delta State public secondary schools. This is also in tandem with Kayode and Ayodele (2015), who found that there was a significant relationship between teachers' time management and students' academic performance. This similarity is understandable because effective instruction supervision is also considered to have positive effect on students' academic performance.

The study further reported that there is moderate relationship between principals' time scheduling practices and effective instructional supervision in Delta State public secondary schools, and that the direction of the relationship is positive. It also showed that there is significant relationship between principals' time scheduling practices and effective instructional supervision in Delta State public secondary schools. Similarly, Zafarullah, Mumtaz, Uzma, Abida and Humera (2016), reported that majority of public and private school staff adopt time scheduling practices, and that the difference in staff time scheduling practices in the

public and private school was not significant. The reviewed study and the current study differed in their report, because the former was more of a comparative study unlike the latter that adopted a correlation approach. However, both studied affirmed that principals actually adopt time scheduling strategies.

Conclusion

In the study, it was found that principals of public secondary schools in Delta State adopt time planning and time scheduling practices as part of strategies for time management in pursuit of effective instructional supervision in the schools. Time planning practices and time scheduling practices have moderate but positive relationship with effective instructional supervision. The relationship between time planning and time scheduling practices is significant. By this findings, the study envisaged that principals of public secondary schools in Delta State should uphold the practices being deployed already, and still continue to be innovative in developing other relevant and emerging time management practices that might be perceived as having the potential to impact instructional supervision commendably.

Recommendation

The following recommendations are put forward based on report of the study:

1. Association of principals should steadily organize workshops and seminars that will improve principals' knowledge and skills in deploying time planning practices for the general good of their individual school while encouraging them on upholding the already existing working practices.
2. Principals should remain disciplined in following whatever time that has been scheduled for school programs and activities, as this will improve their effectiveness in supervising instructions and other aspects of the school.

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