

MANAGEMENT OF SCHOOL TIME FOR EFFECTIVE GOAL ATTAINMENT IN PRIVATE SENIOR SECONDARY SCHOOLS IN RIVERS STATE

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ABSTRACT

This study examined the management of school time, focusing on assembly sessions and classroom instructional engagement, in private secondary schools in Rivers State, Nigeria. A descriptive research design was employed, with data collected from 777 respondents, including 80 principals and 697 teachers. The findings indicated that assembly time is well-managed for communication, student motivation, and fostering school unity. However, its role in shaping students' long-term ethical behavior remains limited. Classroom instructional time is also effectively utilized for student engagement and academic preparation, though its impact on fostering critical thinking and communication skills is less pronounced. A significant difference was observed between principals' and teachers' perceptions of time management, with principals rating their management efforts higher than teachers. This suggests a gap between administrative expectations and classroom realities. The study recommends regular feedback sessions between principals and teachers, structured teaching approaches, and professional development programs to enhance time efficiency. Effective school time management ultimately improves academic performance, student discipline, and overall goal attainment.

Keywords: Time Management, School Administration, Classroom Engagement, Assembly Time, Private Secondary Schools, Educational Goals, Rivers State.

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INTRODUCTION

Time is an essential tool needed to effectively and efficiently achieve organization or individual goal. In a school system, where the major goal is to educate the learners through a timed sequence of organized teaching sessions in addition to a good practice of manners and discipline, time cannot be down played. In a banking system, where time affects the value of a currency as well as its existence, time cannot be over-emphasized. For individuals, they say life is too short, meaning time is too precious and should be managed efficiently. This brings to bare the fact that time is of great value and its management is expedient.

Time management is the process of planning and exercising conscious control of time spent on specific activities, especially to increase effectiveness, efficiency and productivity. Schools have witnessed a surge in students and teachers population with the number of subjects to meet the global demands on the educational system. A school may not have all its physical requirements such as sufficient classrooms, laboratories, libraries and playgrounds to meet these increments and the situation may be compounded when the same facility is used by many classes. For instance, a particular science laboratory needed by an SS 1 Biology class may be used by SS2 and SS3 Biology classes. This calls for time management as well as the availability of the laboratory attendants to suit the science period of each class.

There should be a timetable as well as an academic calendar to give a guide on the detailed programme of the academic and extracurricular activities in an academic session. Academic calendars and timetables are generated from the beginning of each academic year with various subjects and activities introduced along with national targets to pursue. Educational activities are highly programmed in hours, days, weeks, months and years (Alughuo, 2005).

The school timetable is a primary medium by which everything is linked and organized within the school environment. It is a table for coordinating students, teachers, classrooms and other resources. It does not only give a breakdown of activities, but also guides and shows time allocated to these daily activities for teachers task performance.

Task performance is a generic term used to describe the work done on a particular task. Task performance can be defined as the work activities that contribute to an organisation's technical core (Ololube, 2019). In Schools, task performance can be seen as the effectiveness with which teachers perform their activities that contribute to the school's core either directly by implementing its technological process or indirectly by providing needed resources or services (Allison & Ojedapo, 2011).

Resources needed in any formal organization for production may differ in quality and size, but time is a basic resource that all organization's need and should utilize to the best of their ability in order to sustain the existence of the organization. Time lost in an organization cannot be regained. Based on this fact; all members of the school system must be efficient in the use of time, to meet up with the objectives of the school within the available time limit. It is the job of the teacher who has direct contact and charged with the responsibility of imparting knowledge to the students to effectively manage instructional time as allocated on the time table to each activity in order to attain the stated instructional objectives.

Various activities in school are usually planned and executed by the principal. The principal as the administrative head of the school is confronted with the challenge of addressing all issues that pertains to the school where he oversees. He reports the various activities that take place in the school to his/her employer and also receives instructions on how the school should be managed. The principal is responsible for the implementation of the various programmes of

the government in the school. He must therefore be prudent, in the use of authority and responsibility bestowed upon him/her. Time at his disposal must also be prudently used in order to meet up with goals of the education system. Time must therefore be used efficiently and effectively in order to maximize the output of the schools through teachers task performance. For instance, task performance is sometimes measured by response time (how long it takes a person to respond to a given, timed or untimed stimulus) or it could be measured by accuracy. Measuring task performance involves technical proficiency on job performed and time consumed in completing the task. It also involves task performance criteria such as work samples, job knowledge test, production rates, ability and personality (Agabi, 2010).

The teachers, in the course of discharging their professional duties in the school are frequently confronted with the problem of deciding how to manage the short time in the classroom exercises so as to meet the needs of parents, students and in some other cases the Ministry of Education and schools board. Akomolafe and Oluwatimehin (2017) believed that the little success recorded by the school on daily basis is on how best teachers are able to utilize the time they have in meeting the various programmes and plans of the school.

Adequate attention is required for different forms of activities to take place in the school. Despite the importance of individual activities that take place in the school and how experienced the principals and teachers could be, management of time has always proved to be an obstacle to the achievement of school goals.

Principals and teachers in most cases are usually surprised that they are not able to meet up with their plan for each day despite their level of preparation. Such situation simply implies that activities in the school were not handled based on priority. It can also mean that the day to day running of the school and other necessary task required more time than available during school hours. It is important to note that the availability of school plan or calendar only provides a plan for the administration of the school; efforts must be made by the principal and teachers to ensure that they are as efficient as possible in carrying out their plans within the shortest period of time. The various educational stakeholders and teachers overseeing the affairs of the schools are therefore expected to manage time adequately in order to reach the goals of the entire society in the activities that take place within the schools.

A calendar is a system of organized days for social, religious, commercial or administrative purposes (Al-Agbari, 2010). This is done by giving names to periods of time, typically days, weeks, months and years. A date is the designation of a single, specific day within such a system. Bakman and Pogoreisky (2017) opined that calendars play an important role in our day to day life. They help us plan our routine, celebrate special days, remember important days and organize major events. Example, a teacher who is very occupied with after school activities and other events outside of school, may not remember when next he is to administer a test or quiz to his students. This can result in short notice given to students to prepare and ultimately results in poor academic performance in the quiz. To avoid this from occurring, it is best to use an academic planner, either an electronic copy or a hard copy even if the school attended does not compulsorily require the use of one on a regular basis. Instead of just using a planner when one thinks schedules are the busiest as some people do, it is best to use an academic calendar even when one is not very busy.

It is best to use an academic calendar that gives one enough space to type details of what one needs to get done that week or what is due in the near future as well as when to accomplish goals. For easy accessibility, phones are most appropriate (an e-copy of the calendar can be installed on most android phones. The desktop of a regular computer user can also have a

calendar installed on it. Short notes can be typed and saved, to describe what the day connotes. Reminders can also be set or saved in order to have one's work time organized. Details like commencement of an assignment as well as time to conclude the assignment. If assignments are not concluded as fast as planned it is good to keep track of such issues and reorganize the calendar to assign more time.

Azzarello (2021) suggested that for effective use of calendars, teachers should keep their homework papers in one folder or sections of their notebooks, tests and quizzes in another section or folder, and papers providing the details about their future assignments. On daily basis, teachers are expected to rise to the challenges of organizing the classroom/school activity such as morning devotions, meetings, lessons and other extra-curricular activities which are given consideration as part of the daily routine of the school.

Bendure (2010) believed that as principals, their senses of responsibility is heightened when time is allocated to activities so as to ensure that all activities in the school are given adequate attention and coordinated for the achievement of the target of the school for each day, week or month. The level of cooperation of the teachers and students with the principal within the school based on the plans and programmes designed by the principal is also instrumental to how successful the school will be. Teachers and students who are committed to the programmes of the school system will endeavor to utilize the time allocated to them to carry out their various responsibilities. This implies that there must be a high level of cooperation between the principal and other members of the school on time management in order to assist the school achieve quality goals and objectives.

Statement of the Problem

The inability of principals and teachers to carry out their responsibilities at the appropriate time can have immediate and long-term negative effects on the schools. Poor utilization of time can pose challenges in the school system such as conflict of activities, wastage of resource, slow decision making, poor monitoring and lack of achievement of educational goals. Principals and teachers are sometimes unable to complete their responsibilities within the school system; hence, objectives are usually not achieved due to time constraints. Some teachers' official time functions are sometimes used for family and other social activities.

The aspect of creativity and research has been taken away from secondary schools, teachers complain of time constraints in carrying out their duties; as a result, new innovations in teaching and relating with the learners cannot be brought into the school system. Teachers get involved in activities that are irrelevant to the stated goals of the school during work hours as a result reduce their level of productivity during school hours. School principals or management of school don't have concrete plans to achieve their goals. This boils down to doing so much and achieving little. The learners get to suffer for this; over the years, different sets of learners can pass through a particular class and experience no changes, improvements, upgrades on the curriculum or methodology because the teachers or managers of the schools lack good time management skills. Ultimately, this can reduce the standard of education in the State, if the situation is not addressed. Considering the above, it therefore becomes necessary to investigate managing available school time for effective goal attainment in private senior secondary schools in Rivers State. This study will torchlight current practices in school time management practices to identify possible ways of solving the challenges it has brought.

Aim and objectives of the Study

The aim of the study was to investigate management of school time for effective goal attainment in private senior secondary schools In Rivers State. Specifically, the study sought to:

- Ascertain the extent school assembly time is managed for effective goal attainment in private senior secondary schools in Rivers State.
- Assess the extent classroom instructional engagement time is managed for effective goal attainment in private senior secondary schools in Rivers State.

Research Questions

The following research questions were formulated to guide the work:

- To what extent do principals and teachers manage assembly time for effective goal attainment in private senior secondary schools in Rivers State?
- To what extent do principals and teachers manage classroom instructional engagement time for effective goal attainment in private senior secondary schools in Rivers State?

Hypothesis

The following null hypotheses further guided the study:

- There is no significant difference between the mean ratings of principals and teachers on the extent assembly time is managed for effective goal attainment in private senior secondary schools in Rivers State.
- There is no significant difference between the mean ratings of principals and teachers on the extent classroom instructional engagement time are managed for effective goal attainment in private senior secondary schools in Rivers State.

REVIEW OF RELATED LITERATURE

School Assembly Time and Effective Goal Attainment

School assemblies are a crucial aspect of the daily routine in private senior secondary schools in Rivers State. They serve as platforms for communication, discipline enforcement, moral instruction, and student motivation. However, the extent to which school assembly time is managed effectively for goal attainment remains a critical concern. Effective management of this time ensures that educational, administrative, and developmental goals are met without encroaching on instructional hours. This essay examines how private senior secondary schools in Rivers State manage assembly time and assesses whether this management aligns with effective goal attainment.

School assemblies serve multiple functions, including fostering unity, instilling discipline, disseminating information, and reinforcing school culture. According to Adeyemi (2019), well-structured assemblies provide students with a sense of belonging and motivation, which positively impacts academic performance and behavioral conduct. Additionally,

assemblies offer a forum for addressing pressing issues, reinforcing school values, and celebrating achievements, which contribute to the overall development of students (Okonkwo, 2021). Despite these benefits, improper management of assembly time can result in inefficiencies, leading to lost instructional hours, reduced student engagement, and diminished focus on core academic objectives. Effective management of school assembly time involves proper planning, structured content delivery, and adherence to a fixed schedule that maximizes productivity.

The management of school assemblies varies across private senior secondary schools in Rivers State, with some institutions implementing structured routines while others operate in a more spontaneous manner. Research by Nwankwo (2020) indicates that many private schools allocate 20 to 30 minutes for daily assemblies, during which activities such as prayers, national anthem recitations, announcements, and moral teachings are conducted.

In some schools, principals or designated teachers oversee assembly sessions to ensure discipline and structured communication. Schools that manage assemblies effectively often have predefined themes for each day, covering topics such as academic excellence, leadership, personal responsibility, and national values. Such structured approaches have been found to improve student engagement and alignment with school objectives (Adebayo, 2018).

However, in schools where assembly time is mismanaged, challenges such as extended durations, unnecessary repetitions, and lack of clear focus arise. These inefficiencies lead to disruptions in academic activities and create student disengagement. To ascertain the extent to which school assembly time is effectively managed, it is essential to examine factors influencing its organization and execution.

Notwithstanding, schools with clear policies on assembly management tend to have structured routines that align with their educational objectives. Administrative guidelines dictate the duration, frequency, and activities conducted during assemblies. According to Eze (2022), private schools that enforce strict policies on time management often experience improved student discipline and academic performance. Conversely, schools lacking defined policies may struggle with inefficiencies in assembly management.

The role of school leadership in assembly management is pivotal. Effective principals and administrators ensure that assemblies are purposeful and time-efficient. Leadership commitment to structured assembly programs fosters a culture of punctuality and productivity. As observed by Adeyemi (2019), schools with proactive leadership tend to have well-managed assemblies that contribute to student development and academic achievement.

Time allocation for school assemblies varies across institutions, with some schools dedicating more than the recommended duration. While 20 to 30 minutes is generally considered optimal, some schools extend assembly sessions unnecessarily, leading to loss of instructional time. Research by Nwankwo (2020) suggested that prolonged assemblies often result in reduced attention spans among students, diminishing the overall effectiveness of the sessions.

The effectiveness of school assemblies is also determined by the relevance and structure of the content presented. Assemblies that incorporate motivational talks, moral education, and academic guidance tend to have a positive impact on students. However, schools that focus solely on administrative announcements without incorporating engaging content may fail to achieve the intended goals (Adebayo, 2018).

Nonetheless, schools should be able to develop a structured assembly schedule that outlines specific activities for each session. A well-planned schedule ensures that all key components, such as moral teachings, academic updates, and student recognition, are covered

within a limited timeframe. This prevents unnecessary delays and ensures that assemblies remain impactful (Eze, 2022).

Effective management of school assemblies requires the involvement of trained school administrators and teachers. Professional development programs should be organized to equip school leaders with the skills needed to conduct time-conscious and goal-oriented assemblies. According to Okonkwo (2021), trained administrators are more likely to implement strategies that enhance the effectiveness of school assemblies.

Engaging students in assembly management fosters leadership skills and ensures a participatory approach. Student leaders can assist in organizing and moderating assemblies, thereby making sessions more engaging and relatable. Schools that involve students in assembly planning tend to experience higher levels of student involvement and enthusiasm (Nwankwo, 2020).

Regular monitoring and evaluation of assembly sessions can help identify areas for improvement. School administrators should assess the effectiveness of assemblies based on predefined objectives and make necessary adjustments. Feedback from students and teachers can also be collected to enhance the quality of assembly sessions (Adebayo, 2018).

The review concludes that the extent to which school assembly time is managed effectively in private senior secondary schools in Rivers State significantly impacts educational goal attainment. While some schools have structured assembly routines that contribute to student development, others face challenges related to time inefficiencies and lack of proper planning. Effective management of assembly time requires clear administrative policies, strong school leadership, appropriate time allocation, and engaging content. Through the implementation of structured schedules, training administrators, involving student leadership, and conducting regular evaluations, schools can optimize assembly sessions for better academic and moral development. Therefore, properly managed assemblies enhance student discipline, motivation, and overall academic performance.

Classroom Instructional Engagement Time and Effective Goal Attainment

Instructional time management is a critical component of effective teaching and learning. It refers to the strategic organization and utilization of classroom time to maximize student engagement and achievement. Research indicates that effective instructional time management significantly enhances students' academic performance by ensuring that teachers deliver lessons efficiently and that students remain focused (Slavin, 2020).

Effective instructional time management ensures that teachers maximize learning opportunities within the allocated school hours. Studies show that wasted instructional time—due to disruptions, poor lesson planning, or ineffective classroom management—detracts from student learning (Marzano, 2017). Teachers who structure their lessons efficiently and minimize downtime provide students with a more productive learning environment, leading to improved comprehension and retention of knowledge.

Moreover, instructional time management enables teachers to cover the curriculum adequately. In many educational settings, especially those following standardized curricula, time constraints often challenge educators. Proper planning helps ensure that all essential topics are covered before assessments or final examinations (Stronge, 2018). When instructional time is used effectively, students receive the necessary instruction and practice to master subjects thoroughly.

One of the key benefits of effective instructional time management is improved student engagement. Engaged students are more likely to participate actively in class discussions, complete assignments on time, and develop a deeper understanding of the subject matter. Research by Hattie (2019) emphasized that students who spend more time in structured, meaningful learning activities achieve higher academic results than those exposed to poorly managed instructional time.

Time management also plays a role in reducing student stress and anxiety. When lessons are rushed due to poor time allocation, students may struggle to keep up, leading to frustration and disengagement (Duckworth & Seligman, 2017). Conversely, well-managed instructional time allows students to absorb concepts at a comfortable pace, fostering confidence and a positive attitude toward learning.

To maximize instructional time, teachers should be able to implement several effective approaches such as:

- **Classroom Management:** Establishing rules and routines minimizes disruptions, ensuring that learning time is not wasted on behavior management (Wong & Wong, 2018).
- **Continuous Assessment:** Regular formative assessments help teachers monitor student progress and adjust lesson pacing accordingly (Black & Wiliam, 2018).
- **Lesson Planning:** A well-structured lesson plan with clear objectives and allocated time for each activity helps ensure efficient use of class time (Gagne, 2018).
- **Professional Development:** Ongoing training for teachers in time management and instructional strategies equips them with skills to manage classroom time effectively (Ololube, 2017).
- **Technology Integration:** Using digital tools such as smart boards and online learning platforms can enhance lesson efficiency and save time (Picciano, 2019).
- **Time Allocation:** Prioritizing essential topics and allocating sufficient time for practice and assessment helps deepen student understanding (Berliner, 2020).
- **Use of Instructional Materials:** Incorporating appropriate instructional materials can enhance understanding and retention, making lessons more engaging and reducing time spent on re-explanation (Ololube, 2013).

Effective management of instructional engagement time has a direct correlation with student academic performance. When time is utilized efficiently, students are more likely to grasp concepts, participate actively, and perform better academically. Conversely, poor time management can lead to unfinished syllabi, rushed lessons, and inadequate preparation for examinations, negatively impacting student outcomes.

Ololube (2017) noted that in spite the importance of time management, several challenges hinder its effective implementation. the factors that hinder such implementations are:

- **Large Class Sizes:** Overcrowded classrooms can make it difficult for teachers to manage time effectively, as individual student needs may require additional attention.
- **Inadequate Resources:** A lack of instructional materials can lead to inefficient use of time, as teachers may need to improvise or spend extra time explaining concepts.
- **Extracurricular Activities:** While beneficial, extracurricular activities can encroach on instructional time if not properly scheduled.

- **Administrative Duties:** Teachers burdened with excessive administrative tasks may find it challenging to allocate sufficient time to instructional planning and delivery.

Therefore, effective management of classroom instructional engagement time is central for achieving educational goals in private senior secondary schools. Schools can optimize instructional time, leading to improved academic performance if they implement strategic planning, robust classroom management, and continuous assessment, and solving the challenges through targeted interventions further ensures that time is utilized efficiently, ultimately benefits both the educators and students.

METHODOLOGY

Research Design

This study made use of descriptive design. This design helped the researcher to describe the characteristics of the respondents and their opinions in respect to the research questions as well as explaining them without manipulation.

Population of the Study

The population of the study consisted of all the 2,653 principals and 4,255 teachers in the private secondary across the 23 local government areas of Rivers State, totaling 6,908 academic staff.

Sampling and Sampling Techniques

The sample size for this study was 800 academic staff which comprised 80 principals and 720 teachers that were drawn from 80 registered private secondary schools in Rivers State. The 80 private secondary schools were selected from 10 local government areas using stratified random sampling method. This was achieved by writing the names of all the private secondary schools and dropping in a basket. The researcher picked one and the papers were mixed again, the process continued until the 80 schools were selected. The 800 academic represents 11% of the total population. 800 questionnaires were distributed. However, only 777 copies were retrieved, resulting in a retrieval rate of 97%.

Instrument for Data Collection

The instrument that was used, was a self-structured 36 item questionnaire titled “Managing School Time for Effective Goal Attainment in Secondary Schools Questionnaire (MSTTEGASSQ)”. The instrument was divided into two sections: Section A was used to collect demographic data from the respondents, while section B contained questionnaire items that assessed the five raised research questions. The instrument was structured along four-point modified Likert-type rating scale of Very High Extent (VHE) = 4 points; (HE) = 3 points; Low Extent (VLE) = 2 points; and Very Low Extent (VLE) = 1 point.

Validity of the Instrument

The instrument for this study was subjected to face and content validation by three experts in the Department of educational management, Ignatius Ajuru University of Education. Their corrections and comments were used to modify the instrument before administering of the instrument to the respondents.

Reliability of the Instrument

The degree of reliability of the instrument was established using Pearson Product Moment Correlation Analysis. In doing this, the researcher administered twenty (20) copies of the instrument to twenty (20) teachers who were not part of the sample size. The two scores of the two sets of data were correlated using person product correlation analysis to determine and .861 reliability index was realized.

Method of Data Analysis

The data gathered from the fieldwork were collated and analyzed using mean and standard deviation statistics to answer the research questions. In answering the research questions, any mean value below 2.50 decision rule were disagreed and any mean value up to and above 2.50 were agreed, thus 2.50 were the decision mean value hence the instrument is a 4-point likert questionnaire. The mean scores, average mean scores and standard deviation were used to answer research questions, while the t-test statistics was used to test the postulated hypotheses at .05 level of significance.

RESULTS

Research Questions: To what extent do principals and teachers manage assembly time for effective goal attainment in private senior secondary schools in Rivers State?

Table 1: Mean and standard deviation answer to the extent principals and teachers manage assembly time for effective goal attainment

s/n	Items	Mean	SD	Remark
1.	It ensures the easy conveyance of important information to a large student body simultaneously.	3.6770	.85496	High extent
2.	Clear communication during assembly time ensures everyone is on the same page, contributing to goal alignment.	3.3905	.93913	High extent
3.	It promotes a sense of community and unity among students, teachers, and staff.	3.3850	1.04011	High extent
4.	Assemblies often include talks, presentations, or performances that focus on values, ethics, and character development.	3.2354	.93737	High extent
5.	It helps shape students into responsible, empathetic, and ethical individuals, which can indirectly contribute to their future achievements.	2.4555	1.23421	Low extent
6.	Exposure to successful role models or stories of achievement during assembly time can inspire students to set higher goals for themselves.	3.1934	.86945	High extent
Grand mean		3.2228	.97920	High extent

The result presented in Table 1 showed a statistical analysis of the perceived impact of school assemblies on students, based on mean scores and standard deviations. Overall, the grand mean of 3.2228 suggests that on average school assemblies are perceived to have a high extent of influence on students. The standard deviation (SD) of .97920 indicates a moderate level of variation in responses, meaning some respondents had differing views. Item-by-Item breakdown showed that the most highly rated impact. Easy conveyance of important information (3.6770, SD = .85496). This was the highest-rated aspect, suggesting that assemblies are particularly effective for mass communication. Clear communication and goal alignment (3.3905, SD = .93913). Assemblies help ensure that everyone understands institutional objectives. Sense of community and unity (3.3850, SD = 1.04011) is rated similarly, which implies that assemblies foster a collective school spirit. Talks on values, ethics, and character development (3.2354, SD = .93737), showed that assemblies play a role in moral education. Inspiration from role models (3.1934, SD = .86945), exposure to motivational figures influences students' aspirations.

The lowest rated impact showed that shaping students into responsible, ethical individuals (2.4555, SD = 1.23421) reflects that this was the only aspect rated at a low extent, which suggest that while assemblies introduce values, they may not strongly shape long-term behavior. Therefore, school assemblies are largely seen as effective for communication, goal alignment, and community-building. However, their direct impact on long-term character shaping is perceived to be less significant. To strengthen this aspect, schools might need complementary programs that reinforce ethical and responsible behavior beyond assembly time.

Research Questions: To what extent do principals and teachers manage classroom instructional engagement time for effective goal attainment in private senior secondary schools in Rivers State?

Table 2: Mean and standard deviation answer to the extent principals and teachers manage classroom instructional engagement time for effective goal attainment

s/n	Items	Mean	SD	Remark
7.	Engaged classroom time maximizes the opportunities for students to actively participate in the learning process.	3.3230	.92875	High extent
8.	It allows for direct interaction with the subject matter, discussions, problem-solving, etc.	3.2299	1.01455	High extent
9.	It fosters the development of critical skills such as critical thinking and communication among students.	2.3814	1.34190	Low extent
10.	They learn to prioritize tasks, manage their time effectively, and set realistic goals.	2.9562	1.25893	High extent
11.	The skills and knowledge gained through active classroom instructional time prepare students for higher education and future careers.	3.2774	1.05588	High extent
12.	Classroom instructional time teaches students valuable skills in time management and goal setting	2.6934	1.30846	High extent
Grand mean		2.9788	1.15141	High extent

The interpretation of results in Table 2 revealed that the grand mean of 2.9788 suggests that, on average, classroom instructional time is perceived to have a high extent of impact on student learning. The standard deviation (SD) of 1.15141 indicates moderate variation in responses, meaning some respondents had differing opinions.

Item-by-Item analysis showed that the highest rated impacts engaged classroom time maximizes participation (3.3230, SD = .92875). This was the highest-rated item, suggesting that active participation in lessons is well-facilitated during instructional time. Preparation for higher education and careers (3.2774, SD = 1.05588), showed that classroom instructional time is seen as an important stepping stone for future academic and professional success. Direct interaction with subject matter, discussions, problem-solving (3.2299, SD = 1.01455), reflects that hands-on learning experiences are perceived as highly beneficial. The moderate to lower rated impacts is on time management and goal setting (2.9562, SD = 1.25893 & 2.6934, SD = 1.30846). While still rated as high extent, responses indicate that the impact of classroom instruction on these skills is not as strong compared to participation and engagement. On development of critical thinking and communication (2.3814, SD = 1.34190), indicates low extent: This is the only item rated as low extent, which suggests that traditional classroom instruction may not be as effective in fostering higher-order thinking and communication skills.

Overall, classroom instructional time is largely effective in promoting engagement, participation, and preparation for future careers. However, its impact on developing critical thinking and communication skills is perceived to be weaker. This suggests a need for more interactive and discussion-based learning methods to enhance these aspects.

Hypothesis One: There is no significant difference between the mean ratings of principals and teachers on the extent assembly time is managed for effective goal attainment in private senior secondary schools in Rivers State.

Table 3: t-test analysis on the extent principals and teachers manage the assembly time for effective goal attainment

Position	N	Mean	t	Df.	Sig. (2-tailed)	Decision
Principal	80	3.6770	100.679	776	.000	Significant
Teachers	697	2.9305				

N=777

Data in Table 3 revealed the t-test analysis on the extent principals and teachers manage assembly time for effective goal attainment and the result showed that Principals were 80 respondents, while Teachers were 697 respondents. Their mean scores—Principals (3.6770), which means that Principals perceive that they manage assembly time for effective goal attainment to a high extent, while Teachers (2.9305) rate the management of assembly time lower than principals, though still within a moderate-to-high range.

T-value (100.679) revealed the test statistic for compares the means of the two groups. A high t-value indicates a substantial difference between the two means. The Degrees of Freedom (Df = 547) revealed the total number of independent comparisons made in the analysis. The Significance Level (Sig. (2-tailed) = .000) showed that since the p-value (.000) is less than .05, the result is statistically significant, meaning the difference in perception between principals and teachers is not due to chance.

Thus, the result is significant, which means that there is a statistically meaningful difference between how principals and teachers perceive the management of assembly time. Principals rate the effectiveness of their assembly management higher than teachers do. This suggests that principals may believe they are effectively utilizing assembly time, while teachers may not share the same level of confidence in how it is managed. The significant difference suggests a need for alignment between principals and teachers regarding assembly time management. Consequently, hypothesis one was rejected.

Hypothesis Two: There is no significant difference between the mean ratings of principals and teachers on the extent classroom instructional engagement time are managed for effective goal attainment in private senior secondary schools in Rivers State.

Table 4: t-test analysis on the extent principals and teachers manage classroom instructional engagement time for effective goal attainment

Position	N	Mean	t	Df.	Sig. (2-tailed)	Decision
Principal	80	3.3850	76.186	776	.000	Significant
Teachers	697	2.8354				

N=777

Information in Table 4 showed the t-test analysis on the extent principals and teachers manage classroom instructional engagement time for effective goal attainment. The analysis revealed that Principals were 80 respondents while Teachers were 697 respondents. The Mean Scores for Principals (3.3850) showed that Principals perceive classroom instructional engagement time as being managed to a high extent, while Teachers (2.8354) depicted that Teachers rate the management of instructional engagement time lower, though still within a moderate range.

The t-value (76.186) revealed a high t-value which suggests a substantial difference between the two groups' perceptions. The Degrees of Freedom (Df = 547), which means that the number of independent comparisons made in the analysis. The Significance Level (Sig. (2-tailed) = .000) showed that the p-value (.000) is less than .05, which means that the result is statistically significant. The difference in perceptions between principals and teachers is unlikely to be due to chance.

Since the result is significant, there is a clear discrepancy in how principals and teachers view the management of classroom instructional engagement time. Principals rate the management of classroom engagement higher than teachers do. This suggests that principals may believe instructional time is being effectively utilized, while teachers may perceive challenges in ensuring consistent student engagement.

The significant difference in their opinion suggests a gap in perception between school principals and teachers regarding classroom engagement time. This result highlights the importance of aligning administrative expectations with classroom realities to improve instructional effectiveness. Nevertheless, the hypothesis two was rejected.

DISCUSSION

The Extent Principals and Teachers Manage Assemblies Time for Effective Goal Attainment

The analysis on the extent principals and teachers manage assembly time for effective goal attainment revealed that respondents agree to a high extent that assembly's time was well managed. The study further revealed that the result is significant, which means that there is a statistically meaningful difference between how principals and teachers perceive the management of assembly time. Principals rate the effectiveness of their assembly management higher than teachers do. This suggests that principals may believe that they are effectively utilizing assembly time, while teachers may not share the same level of confidence in how it is managed.

These results are in line with Adeyemi (2019) who noted that school assemblies serve multiple functions, including fostering unity, instilling discipline, disseminating information, and reinforcing school culture. According to Adeyemi (2019), well-structured assemblies provide students with a sense of belonging and motivation, which positively impacts academic performance and behavioral conduct. Additionally, Okonkwo (2021) observed that assemblies offer a forum for addressing pressing issues, reinforcing school values, and celebrating achievements, which contribute to the overall development of students. In spite these benefits, improper management of assembly time can result in inefficiencies, leading to lost instructional hours, reduced student engagement, and diminished focus on core academic objectives. Effective management of school assembly time involves proper planning, structured content delivery, and adherence to a fixed schedule that maximizes productivity.

Adebayo (2018) highlighted that schools that manage assemblies effectively often have predefined themes for each day, covering topics such as academic excellence, leadership, personal responsibility, and national values. Such structured approaches have been found to improve student engagement and alignment with school objectives.

The Extent Principals and Teachers Manage Classroom Instructional Engagement Time for Effective Goal Attainment

The analysis on the extent principals and teachers manage classroom instructional engagement time for effective goal attainment revealed to a high extent that principals and teachers manage classroom instructional engagement time for effective goal attainment.

However, there is a clear discrepancy in how principals and teachers view the management of classroom instructional engagement time. Principals rate the management of classroom engagement higher than teachers do. This suggests that principals may believe instructional time is being effectively utilized, while teachers may perceive challenges in ensuring consistent student engagement. The mean scores for Principals (3.3850) showed that Principals perceive classroom instructional engagement time as being managed to a high extent, while Teachers (2.8354) depicted that Teachers rate the management of instructional engagement time lower, though still within a moderate range.

These results are in line with Slavin (2020) research, which indicated that effective instructional time management significantly enhances students' academic performance by ensuring that teachers deliver lessons efficiently and that students remain focused.

Same is true of the study of Marzano (2017) who noted that effective instructional time management ensures that teachers maximize learning opportunities within the allocated school hours. Studies show that wasted instructional time due to disruptions, poor lesson planning, or ineffective classroom management detracts from student learning. The study further stated that teachers who structure their lessons efficiently and minimize downtime provide students with a more productive learning environment, leading to improved comprehension and retention of knowledge.

Moreover, Stronge (2018) equally noted that instructional time management enables teachers to cover the curriculum adequately. Proper planning helps to ensure that all essential topics are covered before assessments or final examinations. When instructional time is used effectively, students receive the necessary instruction and practice to master subjects thoroughly.

CONCLUSION

Effective time management in schools is a crucial factor in achieving educational goals. This study examined how principals and teachers in private senior secondary schools in Rivers State manage assembly time and classroom instructional engagement time to enhance student learning and development. The findings indicated that while assembly time is generally well-managed and serves as a platform for communication, unity, and motivation, there is room for improvement in shaping students' long-term ethical and responsible behavior. Similarly, classroom instructional time is effectively used for engagement and academic preparation, but its role in fostering critical thinking and communication skills remains limited.

The statistical analysis revealed a significant difference between principals' and teachers' perceptions of time management. Principals tend to rate the effectiveness of time management higher than teachers, which highlighted a potential gap in administrative expectations and classroom realities. To bridge this gap, schools should implement structured schedules, improve communication between administrators and teachers, and incorporate more interactive teaching methods. Professional development programs on time management can also enhance efficiency. Schools can maximize learning outcomes, promote discipline, and ensure that students are well-prepared for future academic and professional success by optimizing the use of time.

Recommendations

Based on the findings of this study, the under listed recommendations were made:

- Schools should establish regular meetings and feedback sessions between principals and teachers to align expectations regarding assembly and instructional time management. This will ensure that classroom realities are considered when setting time-related policies, leading to more effective planning and execution of school activities.
- To improve student engagement and foster critical thinking and communication skills, teachers should incorporate interactive learning methods such as group discussions, problem-solving exercises, and technology-based instruction. Professional development programs should also be organized to train teachers on innovative time management techniques that maximize instructional efficiency.

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