

Influence of Communication and Time Management Skills on Teachers' Job Productivity in Public Senior Secondary Schools in Lokoja Local Government Area, Kogi State

¹ Kemi Catherine oloworife, ²Busayo Oluwabukola Alao (PhD), ³ Abeebullahi Abdullahi

¹cathkem11@gmail.com

Postgraduate student (Department of Educational Management)

Kwara State University, Malete

² busayo.alao@kwasu.edu.ng

Department of Educational Management,

Kwara State University, Malete

³ abduhlahiabeebullahi31@gmail.com

Postgraduate student (Department of Educational Management),

Kwara State University, Malete

Abstract

The study investigated influence of communication and adequate time management skills on teachers' job productivity in public senior secondary schools in Lokoja Local Government Area, Kogi State. Teachers' cases of absenteeism, persistent lateness, irregular and unauthorized movement from duty posts and other forms of indiscipline, which constitute a big problem in the attainment of educational goals and teachers' job productivity. These problems made the researcher decide to investigate administrators' supervisory skills. The study which adopted a descriptive survey of correlation type design. identified two administrators' supervisory skills which were communication, and adequate time management skills. Four objectives, two research questions and two null hypotheses were raised for the study. The population consisted of 1,405 teachers in public senior secondary schools in Lokoja local government Area, Kogi State. 305 respondents, which included 305 teachers in the 17 schools that were selected using multistage sample technique. Two set of questionnaires titled "communication skills Questionnaire (ACSQ) and adequate time management skill Questionnaire (ATMSQ)" was designed for the study. The reliability of the instrument was ascertained using the Cronbach Alpha method to obtain the r-coefficient of 0.83. The research questions were analyzed using descriptive statistics of mean and standard deviation. Pearson product moment correlation (PPMC) was used to test the null hypotheses of the study at 0.05 level of significance. The findings of the study revealed that Administrators' communication skills used in public senior secondary schools are instructional supervision in collaborative discussions with teachers feedback and assessment and adequate time management skills identify professional development needs for teachers' instructional schedules and practices, The findings also revealed that administrators' supervisory skills (communication skills and time management skills) significantly influenced teachers' job productivity in public senior secondary schools. It was concluded therefore administrators' communication and adequate time management skills sustain high levels of teachers' job productivity, ultimately improving the quality of education and teachers' job productivity in public senior secondary schools.

Based on the findings, two recommendations were proposed, among which were that administrators should undergo periodic professional development on effective communication strategies to strengthen collaboration and teacher motivation and administrators should align time management practices with teachers' instructional schedules to ensure balanced workloads and effective teaching outcomes.

Keywords: School Administrators, Communication skill, Time management skill, Teachers' job productivity

Introduction

Education is aimed at imparting knowledge and skill and inculcating human values which helps in personal and professional growth. Education constitutes an essential pre-requisite for achieving national goals of inclusive development and equitable justice in the society. Giving quality education is the one of the priority of nations; because it forms the basis of socio-economic and personal growth, which is an indicator of national progress. Lately, there has been high expectation from schools in terms of transparency and accountability to improve the quality of education. This demand has revealed the need for better supervision of in-house activities of schools. Highlighting the importance of administrators- teachers supervision, one of the most importance is the quality of teachers' supervision partly determined by the teachers' job productivity and educational delivery (Nweke&Alasomuka,2023). Education as said by Malcolm X cited in by Whitaker, (2025) it is the passport to the future, for tomorrow belongs to those who prepare for it today. This emphasizes that knowledge and skills acquired through learning are keys to unlocking future opportunities, empowering individuals to overcome challenges, break poverty cycles and in improving teachers job productivity, students' achievement and build a better tomorrow investing in the present is very essential.

It also highlighted education as essential for progress, opportunity, and personal power, making continuous learning crucial for success in an ever-changing world and improves teacher job productivity. It is expected that education at different levels should be able to instill in students' morals and sound mind. At Secondary school level, is that level in education pyramid that comes immediately after the primary or elementary level of education. It also comes before tertiary education. It is usually at this stage that students are prepared for universities, polytechnics and colleges of education where higher level of personnel is produced. It is stipulated in the National Policy of Education (FRN, 2014) that secondary schools shall last for six years, broken into two distinct parts that are systematically correlated with their ground works of the first three years Junior Secondary School (JSS) dovetailing into the next three years of senior secondary schools (SSS). The aim and objectives of secondary education make clear that the future of any nation depends quite considerably on the quality of education it provides to its citizens. Therefore, secondary school education is emphasized as one of the instrument for achieving the national development if it is effectively and efficiently managed and supervised by school administrators.

However, Muyalsa (2022) stated that school administrators, as principals are required to use a variety of supervisory skills, for teachers to see the need for change and ensure effective teaching and learning takes place in the educational sector. These skills require planning, systematic monitoring of subordinates and providing professional guidance and assistance to them in order to ensure the successful implementation of the formal and informal curriculum

in schools and to ensure teachers' job productivity. Furthermore, instructional supervision provides opportunities for the supervisees to update their skills and knowledge in order to adapt to innovative ways of instructional delivery. The achievement of educational administrators depends on supervisory skills possessed, capacities and ability to make reasonable decision for effective secondary school administration. Supervision of instruction has become very necessary in recent times because of the importance attached to education and the desire to improve the quality of education in Nigeria. Communication and adequate time management are some of the skills considered to be effective and efficient skills for administrators in educational system especially in public senior secondary schools.

Communication is the process whereby one party transmits messages to the other who interprets or internalizes them. This process facilitates the influence of one party over the other (Kay & Skarlicki, 2020). Einwiller, et al (2021) define communication as an interaction between a minimum of two symbolic systems (persons or groups). Communication helps navigate clear information and messages from the school administrators to the teachers, teachers tend to understand school policies, instructional goals, and performance expectations which helps them to be more focused on their task through effective communication and through constructive feedback teachers correct errors, refine teaching methods, and enhance classroom effectiveness. Also, regular instructional supervision offers teachers consistent support, administrator-teacher relationships, monitoring, and mentoring and that leads to higher morale, commitment, and willingness to adopt improved practices and Professional development opportunities arise from supervisory assessments which enables teachers to grow in competence and job productivity. Instructional supervision includes classroom visitation, assessment of teaching methods, review of instructional materials, and professional coaching. When conducted effectively, it helps teachers reflect on their instructional practices, identify areas of strengths and weaknesses, and adopt better strategies for classroom management, lesson planning, and student assessment. Effective communication also help builds teachers' confidence, fosters accountability, and promotes continuous professional development. Effective feedback that is timely, specific, constructive, and actionable tends to improve teachers job productivity. Quality feedback enables teachers to understand what they are doing well and where improvements are needed. Through feedback, administrators help teachers adjust teaching strategies, address instructional challenges, and align classroom practices with the school goals.

The Administrators supervisory skill of time management has to do with classroom visitation/observation, where principals create time out of his or her busy schedules to visit the classes in order to determine if the teachers are carrying out their daily duties. Time management skills refer to a set of principles, practices, strategies, tools, and systems that help an administrators use his or her time well to accomplish what is desired. They include planning allocation, setting goals, delegation, and analysis of time spent, monitoring, organizing, scheduling, and prioritizing. According to Ahmad et.al (2020), time management strategies are the act or process of planning and exercising conscious control over the amount of time spent on specific activities, especially to increase performance, efficiency, or productivity. In addition, Wolters and Brady (2021) defined time management strategies as the process of planning, organizing, implementing, and evaluating the use of time in order to accomplish or perform certain tasks or duties. For the administration to be effective, time management is significant, and is exhibited through the relationship between time use and school

administrators' school results. While many people struggle with effective time management, it is a crucial skill to have in order to prevent working excessive hours and boosting the chance of business success. To manage time effectively, employees must be clear on their personal principles and core values. People invest precious resources of time in things that are important to them. Fredberg and Pregmark (2022) stated that one of the fundamental challenges in effective time management is remembering the difference between "urgent" and "important". Urgency alone cannot make a task important. It is the connection to personal principles and business priorities that determines the importance of a task. With a clear personal mission and objectives, time can be scheduled with a definite purpose in mind. Time Management Skills of work scheduling, and Proper Planning, like the time table and lesson plan when teachers schedule their daily classroom work properly it tends to improve their job productivity and student's outcome.

Teacher job productivity refers to the effectiveness with which teachers carry out their responsibilities and achieve positive outcomes in the educational system. Teachers' job productivity is not solely about covering content but also about creating a positive and effective learning environment where students thrive academically, morally and socially. Productive teachers continuously strive to improve their craft, support students' growth and contribute to the overall success of the school and its educational goals. It is believed that administrators with strong supervisory skills can create a positive and productive work environment through teachers' involvement in school activities, curriculum development, teacher attendance and punctuality, and teacher-students relationship. Teachers' academic contribution to school activities such as designing of curriculum activities, preparation of lesson plans, extracurricular activities (students club, sports or arts) participation in mentorship, Parent Teachers Association (PTA), use of appropriate methods of teaching and classroom management techniques; play pivotal roles in improving students' performance and creating conducive learning environment that nurtures students' success.

Teachers' involvement in school activities goes beyond the classroom, encompassing a wide range of the roles and responsibilities that contribute to the overall success and well-being of the school community. This involvement strengthens the bonds between teachers, students, parents, and administrators, fostering a collaborative and productive educational system. Teachers' attendance can also enhance teachers' productivity in public senior secondary schools, when a teacher is always present and coming to work at the appropriate time, it inculcates positive moral in the students and also help teaching-learning to take place at the appropriate time. When teachers consistently show up on time, they set a positive example for students, enhance instructional quality and contribute to overall school productivity and success. Teachers –Students relationship cannot be overemphasized in educational system because, if there's no mutual relationship between teachers and students, effective teaching and learning cannot be achieved. Teachers- students' relationship is characterized by mutual respect, trust and open communication. A positive teacher-students relationship can enhance the learning experience and foster personal development. A strong teacher-student relationship is believed to have impact on students' academic and personal development. When students feel valued, understood, and supported by their teachers, they become more engaged in learning and motivated to excel academically (Pianta, et al 2012). Also, a positive relationship fosters a sense of belonging, which enhances students' confidence and willingness to participate in classroom discussions and activities (Wentzel, 2016).

Additionally, teachers who establish a supportive rapport with students can identify individual learning needs, provide targeted assistance, and create a more inclusive learning environment (Roorda, et al 2011). This personalized approach helps students overcome academic challenges, improves retention of knowledge, and ultimately leads to better performance. Beyond academics also, a nurturing teacher-student relationship encourages social and emotional growth, instilling important life skills such as resilience, communication, and critical thinking (Cornelius-White, 2007). By fostering trust and mutual respect, teachers can cultivate a classroom culture that promotes curiosity, creativity, and a lifelong passion for learning, all of which contribute to improved student outcomes. In essence, a strong teacher-student relationship not only benefits students but also enhances teacher job productivity. Teachers job productivity could also be measured using students' performance proformas when there is high students' performance and less failure that means there is high level of teachers' job productivity which could be effect of thorough administrators' supervisory skills.

The success of school administrators depends on effective supervisory and managerial skills, although, concerns have been raised by the stakeholders in the public senior secondary schools, especially by educational sectors, students and parents about the effectiveness of administrators' supervision in public senior secondary schools and its impact on teachers' job productivity. This is evident in teachers' poor performance, absenteeism, and indiscipline, which impacts overall school achievement is of great concern. Also, it has been observed by the researcher that there was poor academic performance in 2022 internal and external examinations in some schools located in Ilokoja Local Government Area, with high failure rates ranging from 20.94% to 52.76% respectively (Kogi State Ministry of Education 2022). This poor academic performance can be attributed to the inadequate and in proper administrators' supervisory skills. These constitute a big problem in the attainment of educational goals in Ilokoja Local Government Area. This likely is an indication that administrators in Ilokoja Local Government senior secondary schools seem to priorities administrative duties over instructional supervision, neglecting to provide professional guidance that could improve teachers' instructional delivery and productivity.

It is in the light of this unpleasant situation that this study tends to fill the critical gap in the existing literature by examining administrators' communication and time management skills as correlation to teachers' productivity in Ilokoja Local Government Area, public senior secondary schools in Kogi State, Nigeria. By offering practical recommendations, the research aims to contribute to the ongoing discourse on educational leadership and teacher productivity, fostering improvements in the quality of education within Ilokoja Local Government Area of Kogi State.

Purpose of the Study

The main purpose of this study is to investigate the impact of administrators' communication and time management skills on teachers' productivity in public senior secondary schools in Ilokoja Local Government, Kogi State. Specifically, the purposes of the study are to find out:

- i. examine the level of administrators' communication skills in public senior secondary schools in Ilokoja Local Government Area, Kogi state.

- ii. examine the extent to which administrators demonstrate adequate time management skill in public senior secondary schools in Lokoja Local Government.
- iii. examine the significant relationship between administrators' communication skills and teachers' job productivity in public senior secondary schools in Lokoja Local Government Area, Kogi State.
- iv. investigate the relationship between administrators' adequate time management skills and teachers' job Productivity in public senior secondary schools in Lokoja Local Government, Kogi State.

Research Questions

- i. What is the extent of administrators' communication skills in public senior secondary schools in Lokoja Local Government Area, Kogi State?
- ii. To what extent does administrators demonstrate adequate time management skill in public senior secondary schools in public secondary schools in Lokoja Local Government Area, Kogi State?

Research Hypotheses

To establish the direction for this study the following hypotheses were formulated and will be tested at 0.05 level of significance.

H₀₁. There is no significant relationship between administrators' communication skills and teachers' job productivity in public senior secondary schools in Lokoja Local Government Area, Kogi State.

H₀₂. There is no significant relationship between administrators' time management skills and teachers' job productivity in public senior secondary schools in Lokoja Local Government Area, Kogi State.

Methodology

Descriptive correlation of survey type design was adopted for the study. The population of the study consisted of 1,405 teachers in public senior secondary schools in Lokoja Local Government Area of Kogi State. The sample for this study consisted of 305 respondents, comprising 306 teachers in the 17 public senior secondary schools, using a multistage sampling technique. A structured questionnaire, tagged administrators Supervisory Skills Questionnaire (PSTQ) and Teachers Productivity using students' performance proformas Questionnaire (TPSPQ), designed by the researcher and duly validated, was used for data collection. The instrument has a Cronbach alpha reliability of 0.83. The researcher and two research assistants administered 305 copies of the questionnaire, and all the copies were retrieved, making 100% return rate, which was used for the analysis. The data collected to answer the research questions were analyzed using mean and standard deviation while the hypotheses were tested using pearson product monument coefficient (PPMC).

Data Analysis and Results

Analyses of Data to Answer the Research Questions

Research Question 1: What is the level of administrators’ communication skills in public senior secondary schools in Lokoja Local Government Area, Kogi State?

Table 1

Mean and standard deviation of responses on the level of administrators’ communication skills in public senior secondary schools

	Item Statements	\bar{X}	SD	Remark
1.	Communication skills contribute to the teachers’ job productivity	3.20	0.75	High Extent
2.	Communication skills help the administrators to know the needs of the teachers to aid their productivity	3.14	0.69	High Extent
3.	Communication skills help administrators to know how to approach and handle discussions with teachers during meetings	3.01	0.46	High Extent
4.	Communication skills enable administrators to get positive feedback from teachers and students	3.27	0.64	Very High Extent
5.	Communication skills help administrators to clearly outline expectation prior to classroom visitation	3.18	0.74	High Extent
	Weighted average	3.16		High Extent

Source: Field Survey, 2025

Analysis of data in Table 1 shows the mean scores and standard deviations of responses regarding the level of administrators’ communication skills in public senior secondary schools. The table reveals that the respondents indicated that communication skills contribute to the teachers’ job productivity to high extent and help the administrators to know the needs of the teachers to aid their productivity to high extent. The mean scores of 3.20, and 3.14 supported these. The respondents also indicated that communication skills help administrators to know how to approach and handle discussions with teachers to high extent during meetings, same way it enables administrators to get positive feedback from teachers and students to high extent as well as help administrators to clearly outline expectation prior to classroom visitation to high extent. These were supported by mean scores of 3.01, 3.27 and 3.18 respectively. All five items have standard deviations ranging from 0.46 to 0.75. This means that the responses of the respondents are not widespread as they are close to their respective mean scores. Table 6 shows a calculated weighted average mean score of 3.16. This means that all the constructs indicated the level of administrators’ communication skills in public senior secondary schools. This implies that the level of administrators’ communication skills is high in public senior secondary schools in Lokoja Local Government Area, Kogi State.

Research Question 2: To what extent does administrators demonstrate adequate time management skill in public senior secondary schools in Lokoja Local Government Area, Kogi State?

Table 2

Mean and standard deviation of responses on the extent administrators demonstrate adequate time management skill in public senior secondary schools

S/N	Item Statements	\bar{X}	SD	Remark	
1.	Administrators time management skills help teachers to focus on high priority tasks, ensuring they allocate time effectively and manage their workload	3.18	0.86	High Extent	
2.	Time management skills help administrators in scheduling the school timetable and that help teachers to prepare their lesson plans and make available instructional materials	3.37	0.88	Very	High Extent
3.	Time management skills enable administrator to delegate responsibilities, and this will help teacher prepare for their lessons and instructional materials for their daily routines	3.46	0.67	Very	High Extent
4.	Time management skills can help reduced teachers' workload and work stress	3.19	0.83	High Extent	
5.	Time management skills help teachers to review their students' performance and improve on their methods of teaching	3.28	0.77	Very	High Extent
6.	Time management skills help teachers to review their students' performance and improve on their methods of teaching	3.28	0.77	Very	High Extent
Weighted average		3.29		Very	High Extent

Source: Field Survey, 2025

Analysis of data in Table 2 shows the mean scores and standard deviations of responses regarding the extent administrators demonstrate adequate time management skill in public senior secondary schools. The table reveals that the respondents indicated that administrators time management skills help teachers to focus on high priority tasks, ensuring they allocate time effectively and manage their workload to high extent, same way time management skills help administrators in scheduling the school timetable which help teachers to prepare their lesson plans and make available instructional materials to a very high extent. The mean scores of 3.18, and 3.37 supported these. The respondents also indicated that time management skills enable administrator to delegate responsibilities, which help teachers prepare for their lessons and instructional materials for their daily routines and reduced teachers' workload and work stress to a very high extent. These were supported by mean scores of 3.46 and 3.19 respectively. In addition, the respondents indicated that time management skills help teachers to review their students' performance and improve on their methods of teaching to a very high extent. A mean score of 3.28 supported this.

All six items have standard deviations ranging from 0.67 to 0.88. This means that the responses of the respondents are not widespread as they are close to their respective mean scores. Table 7 shows a calculated weighted average mean score of 3.29. This means that all the constructs indicated the extent to which administrators demonstrate adequate time management skill in public senior secondary schools. This implies that administrators demonstrate adequate time management skill to a very high extent in public senior secondary schools in Lokoja Local Government Area, Kogi State.

Test of Hypotheses

The two null hypotheses of the study were tested using Peason Product Moment Correlation (PPMC). The null hypotheses were tested at 0.05 level of significance. The summary of the test of hypotheses was presented in Tables 3 to 4 as follows:

Ho1: There is no significant relationship between administrators’ communication skill and teachers’ job productivity in public senior secondary schools in Lokoja Local Government Area, Kogi State.

Table 3:

Result of PPMC between administrators’ communication skill and teachers’ job productivity in public senior secondary schools

Variables	N	Mean	S.D.	Df	r-value	Sig	Decision
Administrators’ communication skill	305	3.16	0.32				
				303	0.701	0.034	Ho1 Rejected
Teachers’ job productivity	305	57.64	11.77				

*Significant $P < 0.05$

The results of the Peason Product-Moment Correlation analysis in Table 10 shows the correlation between administrators’ communication skill and teachers’ job productivity. Table 10 reveals that the calculated r-value (0.701) was obtained with a p-value (0.034) when computed at 0.05 level of significance. The result shows a significant positive correlation between administrator’s communication skill and teachers’ job productivity Since the p-value (0.041) is less than the significance level (0.05), the null hypothesis one was rejected. Therefore, there was significant positive relationship between administrators’ communication skills and teachers’ job productivity in public senior secondary schools in Lokoja Local Government Area, Kogi State ($r_{(303)} = 0.701$; $p < 0.05$).

Ho2: There is no significant relationship between administrators’ time management skill and teachers’ job productivity in public senior secondary schools in Lokoja Local Government Area, Kogi State.

Table 4

Result of PPMC between administrators’ time management skill and teachers’ job productivity in public senior secondary schools

Variables	N	Mean	S.D.	Df	r-value	Sig	Decision
Administrators’ time management skill	305	3.32	0.54	303	0.065	0.259	H ₀₂ Not rejected
Teachers’ job productivity	305	57.64	11.77				

*Insignificant $P > 0.05$

The results of the Pearson Product-Moment Correlation analysis in Table 4 shows the correlation between administrators’ time management skill and teachers’ job productivity. Table 11 reveals that the calculated r-value (0.065) was obtained with a p-value (0.259) when computed at 0.05 level of significance. The result shows a significant negative correlation between administrator’s time management skill and teachers’ job productivity. Since the p-value (0.259) is greater than the significance level (0.05), the null hypothesis one was not rejected. Therefore, there was no significant relationship between administrators’ time management skill and teachers’ job productivity in public senior secondary schools in Lokoja Local Government Area, Kogi State ($r_{(303)} = 0.065$; $p > 0.05$).

Discussion of Findings

The study investigated the administrators’ supervisory skills as correlates of teachers’ job productivity in public senior secondary schools in Kogi State. The finding of this study revealed that administrators’ communication skills in public senior secondary schools in Kogi State are high. This indicates that school leaders are generally effective in expressing ideas, providing feedback, and maintaining open lines of communication with teachers, which enhances mutual understanding and supports the achievement of institutional goals. Effective communication is central to school administration, as it fosters trust, cooperation, and motivation among teachers. This finding supports the study of Ayeni and Akinola (2020), who found a significant relationship between organizational communication and teachers’ productivity in secondary schools in Ondo State, Nigeria, emphasizing that administrators who communicate effectively promote harmony and enhance work efficiency. Similarly, the finding is in line with the findings of Alabi (2022) reported that organizational communication styles significantly influence teachers’ productivity, suggesting that effective communication is indispensable in achieving high job performance among teachers. In another related study, Juliana (2022) established that head teachers’ communication competence improved teachers’ job performance in Dodoma, Tanzania. These findings collectively affirm that clear, purposeful, and empathetic communication by administrators contributes immensely to teachers’ commitment and effectiveness. The high level of communication skills demonstrated by administrators in this study thus reflects their understanding of communication as a vital supervisory and leadership tool in achieving educational excellence.

The findings also revealed that administrators demonstrate adequate time management skills to a very high extent in public senior secondary schools in Kogi State. This finding suggests that school administrators efficiently plan, prioritize, and allocate time to supervisory duties, instructional activities, and administrative responsibilities. Effective time management enables administrators to organize school operations, meet deadlines, and reduce work-related stress, all of which enhance teachers' job productivity. This finding is in line with the findings of Ayeni (2020), who observed that principals' effective instructional time management positively influenced students' academic performance in Ondo State secondary schools. Similarly, Etor and Ekpenyonganwan (2019) reported that time management skills significantly contribute to teachers' job performance in public secondary schools in Calabar, indicating that administrators who manage their time effectively create a structured environment conducive to teaching and learning. Furthermore, Agu and Okoli (2021) emphasized that strategic management of time and tasks by school leaders improves teacher motivation and commitment. The very high extent of time management skills observed in this study reflects administrators' awareness of the importance of punctuality, delegation, and planning in achieving educational objectives. Overall, efficient time utilization by administrators strengthens supervision, reduces inefficiencies, and promotes higher levels of teacher productivity and school effectiveness.

Conclusion

The study concludes that administrators' supervisory skills play a vital role in shaping teachers' job productivity in public senior secondary schools, though their relationship or influence varies across skill dimensions. The high level of communication and time management skills demonstrated by administrators reflects a commendable commitment to effective school leadership. Among these skills, communication emerged as the most effective correlate of teachers' productivity, highlighting the centrality of clear, respectful, and purposeful dialogue between administrators and teachers. This suggests that communication remains the bridge through which motivation, cooperation, and instructional support are effectively transmitted.

On the other hand, the absence of significant relationships between communication and time management skill, with teacher productivity indicates that administrative efficiency alone does not automatically enhance teaching outcomes. Rather, the quality, inclusiveness, and intent behind these supervisory activities determine their impact. When communication and supervision are carried out in a participatory and supportive manner, they can inspire teachers and promote higher performance. The study further concludes that the high productivity level among teachers in Ikoja local government Area, Kogi State is a reflection of both personal commitment and a generally conducive administrative environment. Sustaining this productivity requires continuous improvement in supervisory practices, professional development opportunities, and strong communication channels that foster mutual respect and shared responsibility for educational excellence.

Recommendations

The following recommendations were made in line with the conclusion and the findings:

1. Administrators should undergo periodic professional development on effective communication strategies to strengthen collaboration and teacher motivation.

2. Administrators should align time management practices with teachers' instructional schedules to ensure balanced workloads and effective teaching outcomes.

References

- Acheampong, A. W. (2021). *Influence of Instructional Role of Supervisors on Students' Academic Performance in Selected Senior High Schools in the Kwadaso Municipality* (Doctoral dissertation, University of Cape Coast).
- Ahmad Uzir, N. A., Gašević, D., Matcha, W., Jovanović, J., & Pardo, A. (2020). Analytics of time management strategies in a flipped classroom. *Journal of Computer Assisted Learning*, 36(1), 70-88.
- Alabi, C. O. (2022). Organizational Communication styles and teachers' productivity in private secondary schools in Nigeria. *African journal of Educational Management*, 23(1), 111-122.
- Ayeni, A. J. (2020). Principals' instructional time management and students' academic performance in secondary schools in Ondo North senatorial district of Ondo State, Nigeria. *Journal of Education and learning (EduLearn)*, 14(1), 123-133.
- Ayeni, A. J., & Akinola, O. B. (2020). Organizational communication and teachers' productivity in secondary schools in Ondo State, Nigeria. DOI: 10.7176/JEP/11-17-11
- Ayeni, A. J. (2020). Principals' instructional time management and students' academic performance in secondary schools in Ondo North senatorial district of Ondo State, Nigeria. *Journal of Education and learning (EduLearn)*, 14(1), 123-133.
- Awe, B. A., Tiliye, R. N., Fatimayin, F., & Adeyemi, V. O. (2022). Principals' Supervisory Practices and Teachers' Productivity in Public Secondary Schools. *Science*, 10(3), 118-126.
- Egwu, S.O. (2015). Principals' performance in supervision of classroom instruction in Ebonyi State. *Journal of Education and Practice*, 6(15), 99-105
- Eke, G. J. (2020). Effective Communication Processes: A Peanacea for Organizations' Success. *IOSR Journal of Business and Management*, 22(8), 42-54.
- Etor, C. R., & Ekpenyong, E (2019) Time management skills and students' academic performance. *International journal of Educational Research*. 8 (2) 45- 52
- International journal of educational management. *volume 19 NO.3, 2021* published
Department of educational Management, university of Ilorin, Ilorin, Nigeria.
- Juliana .M (2022). Head Teachers' Communication Skills Towards Teachers' Job Performance in Dodoma Public Primary Schools. GSJ: 10.11, 2320-9186.

Mark whitaker (2025) *the afterlife of malcomx: An outcast turned Icon’s enduring impact on America*. Publisher: Simon & Schuster

Muyalsa, A. (2022). Supervisory skills of school administrators. *Journal of Educational Administration and management*, 6(1), 45-52.

Nzeh, E. C., & Onuigbo, C. M. (2020). Assessment of African Breadfruit (*Treculia africana*) and its Potential Demand by Rural Households in Udi agricultural zone of Enugu State, Nigeria. *Nigerian Agricultural Policy Research Journal (NAPReJ)*, 8(1), 57-66.

Wolters, C. A., & Brady, A. C. (2021). College students’ time management: A self-regulated learning perspective. *Educational Psychology Review*, 33(4), 1319-1351.