

School Programmes Organisation and Time Tabling in Schools in Nigeria Educational System

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Abstract

People all over the world consider that school (education) should aim at developing fully all the various abilities of each child. Educational system is made up of schools and school is the starting point where a child's acquisition of skills, abilities, attitudes and behavioral patterns needed in the child are imparted. The most important thing to know in any school is the nature of the programme. In this paper, School Programmes are discussed; the different levels of programme, its principles and how time can be managed by the school administrator, teachers and students. This paper will help the School Administrator to improve on school time tabling and managing the time and resources available for him.

Keywords: school programme, time tabling and levels of programme.

DOI: 10.7176/JEP/14-6-04

Publication date: February 28th 2023

Introduction

Schools can be seen as an agent of transformation, set up and established by the people (both government and private individual) for the purpose of preserving culture, it helps to re model the student both in character and in learning, to be able to adjust and fit into the society at large. Education should be organized so that it will be directed early and given to the child an opportunity to practice and perfect them. Educational system is made up of schools. The school is an institution on the other hand it is a starting point from where a child's acquisition of skills, abilities, attitudes and behavioral patterns needed in the child's society of existence are imparted.

The informal way (traditional) way of learning is not adequate enough to meet the demands of life, it therefore becomes important to pass on more skills, acquisition and knowledge to the next generation, and hence school became eminent. According to Akpa and Udo (2007), Western school education started in Britain in the 18th century when Sunday school which were the forerunners of national education were founded. Later on the missionary movement spread overseas. In Nigeria western education was received as far back as 1892 (Fafunwa, 1974).

According to the world book of encyclopedia school is the most important institution. School is a place you teach, learn, read and write and acquire other basic skills needed in day to day activities. School reforms people through the knowledge they acquire in the areas of their job or career and help them adjust to the rapid changes that take place in modern life. In schools, people learn their responsibilities as citizens and the importance of such values as truth and justice. Schools also help people learn to enjoy the arts and to develop other interests that make leisure time more rewarding.

All over the world people attend school, however the quality of the schools varies widely among the countries. The industrialized nations like Japan, United States of America, Canada, Britain and most European Countries have a well-established educational system as compared to under developed and developing countries. The most important thing to note in any school setting is the nature of programmes that are necessary towards the attainment of educational values of the learner in particular and the nation as a whole.

A school is an organization with various programmes packaged for achieving the stated objectives or goals, this calls for the system to carry out successful plan and implementation of each programme which complement each other. This article therefore attempts to highlight the concept of programme in education, roles of school manager in programmes, levels of programmes in Nigeria Educational System, the school calendar, principles and arrangement of timetables, the effective use of time by the school administrators' teachers and students and strategies that the school administrator can employ to manage time effectively.

Concept of Programme

Ademol and Waheed (2006) refers to programme as activities which are crucial for the realization of a set of objectives. This simply means that programme of a school is engaged in, in order to fulfil the curricular and extra-curricular objectives the school is established to achieve. School programme can be viewed as a set of activities with a peculiar features that are important for the realization of set goals and objectives. Programme can be written and the essence of any programme is to provide guide to the user. There are different types of programmes, we have Educational programme and Academic programmes.

Educational programme is a programme written by institution or ministry of education which determines the

learning process of each subject in all the stages of formal education. Primary education has its programme likewise secondary and tertiary education it runs according to the different sections (schools). Educational programme is a document that allows to organize, arrange, plan, coordinate and details a pedagogical process, the programme provides guidance to the teacher regarding the contents that will be taught, the way in which to develop the teaching activity and the objectives to be achieved. It can be defined also as a coherent set or sequence of educational activities designed and organized to achieve pre-determined learning objectives or accomplish a specific set of educational tasks over a sustained period.

Academic programme is seen as any combination of courses and or requirements leading to a degree or certificate or to a major-co-major, minor or academic track or concentration. School programme is a list containing details of items, events, activities and so on to be undertake by/an educational institution (Webster, 2005) it cuts across all the levels of education primary, secondary and tertiary. Each level of educational programme has its peculiarity.

School programmes are therefore discussed under the headings:

- a. Subject of study
- b. Extra – curricula activities

Subject Programme

School Programme as subject of study can be considered as learning experience planned and directed by the school for the purpose of enabling the learners to acquire basic skills, competent knowledge and positive behavior in order to be able to function appropriately in their society. Essentially, school subject programmers involve the determination of what behavioral changes are expected of the learners with consideration of what student have to study in school, how such could be studied, for how long, where the studies will take place and how the learner will be evaluated.

School Work Programme

The School Work Programme deals with the principles of compiling a timetable, some of the practical problems to be solved and methods of work programming which avoid the more serious defects of a fixed timetable. Work programme in schools are discussed under the following:

1. Time allocation to subject
 2. A learning programme should never be static
 3. Duration of lesson periods
 4. Position of the lesson on the time table
 5. Time table break
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1. Time allocation to subjects: here consideration is given to how much time is to be devoted weekly to each subject in order to cover the work prescribed in the syllabus. This largely depends upon the amount of learning to be undertaken and the rate at which pupils learn.
 2. A learning programme should never be static: subject vary in importance and because of this variety more efficient teaching methods are introduced and new learning materials are added. This also means the allocation of lesson periods to subject must be constantly revised and reviewed.
 3. Duration of lesson periods: a normal lesson period lasts for 40minutes. However, most practical subjects require extended practice which are more conveniently taken in two consecutive periods. All other lessons should be single period since pupils cannot have prolong interest and mental effort in one particular type of learning for a long period of time.
 4. The position of lesson the timetable: pupils learn better in the first lessons of the morning than later in the day. It is therefore advisable to put lessons requiring most mental effort early in the day and keep the afternoon for practical work. Example mathematics and English are better in the morning periods. The lesson periods for each subject should be distributed evenly throughout the week and not bunched together on one day or on consecutive days.
 5. Timetable breaks: morning and sometimes afternoon sessions are usually broken by short rest periods. The purpose of break in the timetable is to provide relaxation for the pupils during which the areas of the brain which have been involved in learning are rested and relaxed.

Extra Curricula Activities

Extra-curricular activities are opportunities to encourage extensions of academic activities and or non-academic activities under school auspices. Every school, either private or government owned school has their own activities. There is no way extra-curricular activity should encroach upon time needed for study. According to Akande (2004), extra-curricular programme of activities include:

1. Examination

2. Debate and quiz competition
3. Open day
4. Founders day
5. Association day/week eg. Farmers club
6. Inter-house sports
7. Field trip/excursion
8. End of year party etc.

Examination: examination is another crucial programme in the life of any school. The teaching-learning process aims at enhancing cognitive, effective and psychomotor domains of the students. The indicator that feeds the system back on whether the essence of teaching-learning process has been achieved is examination results, though there are other approaches to determine students' level of achievement, like homework or assignment, project and others.

Examination is seen as a mechanism by which learners' level of achievement to determine in the three domains: psychomotor, affective and cognitive, through a set of instruments under the supervision of an examiner/invigilator. For the result of the examination to be reliable there should be adequate and effective planning. The plan includes, decision on when examination will come up, accurate data on the number of students intending to do the examination, arrangement of resources needed, the venue, the supervisors and the time table, among others. The conduct of examination in schools should be well planned, organized and managed to ensure the reliability and the success of such examinations. People of high integrity should be appointed to take charge of the management and conduct examination in school.

Debate and Quiz Competition

This is one of the important programme in the school. Students are organized under a debate forum to express their feelings, ideas, and opinions concerning a particular topic. A group can be asked to speak in support, while the other will speak against the topic. In quiz competitions, a set of questions are prepared and students are asked to pick numbers at random. Debate and quiz competition can take place within the school settings and between schools. Intellectual abilities of the students are developed through these programmes. They are also trained on how to present their ideas in a logical manners. The school has a plan for this on term basis to avoid disruption of the timetable. Social matters or English matters organize and conduct debate and quiz competitions for schools. They should be properly planned and organized to ensure its success to achieve their purpose.

Open day

This is an occasion when the gate of the school is open to parents, guardians and any interested members of the public to confirm the progress report of their wards, from the teachers, hall masters, form master and the school head. The exercise takes place occasionally, like once in a term. This exercise strengthens the school community relations and it is done to enhance learning.

Founder's day

This activity takes place once a year. It is the programme earmarked to celebrate the "Birthday" of a school. The alumni are invited from all walks of life during which series of events take place such as cultural dance, commissioning of projects, foundation layering of projects and many other such as endowment of scholarship funds or grants.

Association/Society Day/Week

This is part of extra-curricular activities. The various clubs in the school system are given a particular day to exhibit their activities. Examples of these clubs are farmer's club week, science students' club week, cultural day etc. These association and clubs have their officials who coordinate and direct all the affairs of the associations. They display cultural shows, skills and invention in science and technology. These give students relaxed mood from their usual academic activities for a period of time to be set in a proper perspective to settle and learn better again.

Inter-house sports

It is a programme in the school system where the psychomotor, domain of students is developed. Students are grouped into a number of houses, usually four houses. The common sport houses are yellow, green, blue and red. The school authorities devote time for this programme. Games and sports involved are hockey, relay, race, short put throwing, javelin throw, high jump, long jump, swimming, match pass among others. This programme comes up once in every academic session. But this does not mean the school should not involve in sport activities every week.

In each school different sport officials like the games prefect, house captains, etc. are responsible for coordinating and planning of school sports activities for the school. They manage this extra-curricular activity so

as to ensure its efficiency and effectiveness in building the psychomotor development of the school youths.

Field trip/Excursion

It is a programme designed to familiarize the students with real objects places, other things of which theoretical aspects have been taught in the classroom, like Obudu cattle ranch, Okpella cement factory, it can be visited. The success of field trip/excursion is dependent upon the effective organization and in areas of proper management, planning, coordinating and directing of human and natural resources involved in this exercise. This responsibility lies on the teacher or the instructors that are in charge of organizing this excursion. It is usually capital intensive.

End of year/session programme

This activity marks the end of an academic session. The staff organizes this in conjunction with the students. It is meant to praise God for the protection and success they have enjoyed throughout the session. Line up of events may include prayer, cultural dance, prize – giving and play/drama. Schools may also organize speeches on relevant issues to graduating pupils, students. To achieve maximum success, the school usually set up a committee with social master or more senior master as chairperson to organize, coordinate and plan the activities of the end of the year programme. End of year programme if properly organized can improve the social and cultural life of the children.

The Roles of the School Manager in Programme Organization

The School Manager involvement in programme organization is very annual. The Principal's main focus should be to develop and maintain effective educational programme within his/her school and to promote the improvement of teaching and learning with his/her schools. The principal should strive to create an organization and or climate which foster student and teachers' growth.

- Co-ordinate and foster the development of programme within the school to best meet the needs and interest of the students. This includes the establishment, supervision and evaluation of special education programme where a child needs are.
- Assist the teaching staff in the development implementation modifications, and selection of curriculum materials, and keep the programme organizers informed as to any modifications in or substitution of approved courses.
- Develops and support a high degree of student morale through curricular and extra-curricular activities and services and co-ordinate the participation of all members of the teaching staff in the extra-curricular programme.
- Be responsible for the preparation of time table, class lists and schedules and supervision schedules and be responsible for their functioning
- Be responsible for the proper registration and transfer of students in the school and for the maintenance of upto date student cumulative records.
- For school organization and staffing, students control and supervision
- In charge of supervision and evaluation of staff

Levels of programme in the National policy on education

There are so many levels of programme in the national policy on education (NPE, 2012), the three major levels of programme are, primary education, secondary education and tertiary education, in this study we are concerned about the Primary Education programme and the Secondary Education.

Primary Education Programme

Primary Education as referred to in the national policy on education, is education given in institution for children aged 6 to 11 plus, since the rest of the education is built upon it, the primary level is the key to the success or failure of the whole system. The duration shall be six years.

The goals of primary education are to;

- a. Inculcate permanent literacy and numeracy and ability to communicate effectively
- b. Lay a sound basis for scientific and reflective thinking
- c. Give citizenship education as a basis for effective participation in contribution to the life of the society
- d. Mold the character and develop sound attitude and morals in the child
- e. Develop in the child the ability to adapt to the child's changing environment
- f. Give the child opportunities for developing manipulative skills that will enable the child function effectively in the society within the limits of the child's capacity
- g. Provide the child with basic tools for further educational advancement, including preparation for trades and crafts of the locality.

These goals form the basis of Primary Education in Nigeria Educational System. In pursuance of these goals:

- a. Primary education shall be tuition free, universal and compulsory
- b. Curriculum programme for primary education shall include:
 - i. Languages
 - a. language of the environment its according to the 776 tribe in Nigeria; the major languages in Nigeria, Ibo, Hausa and Yoruba
 - b. English
 - c. French
 - d. Arabic
 - ii. Mathematics
 - iii. Science
 - iv. Physical and health education
 - v. Religious knowledge
 - vi. Agriculture/home economics
 - vii. Cultural and creative arts (drawing handicraft, music and cultural activities)
 - ix. Computer education
- c. The following educational services shall be provided,
 - i. School library
 - ii. Basic health scheme
 - iii. Counselling
 - iv. Educational resources center
 - v. Special teachers of particular subjects such as mathematics, science, physical education, language arts (in relation to English, French, sign languages and Nigerian languages), librarian, Music, FineArt and Home Economics
- d. Teaching shall be practical, exploratory and experimental methods
- e. Medium of instruction in the primary school shall be the language of the environment for the first three years, during this period, English shall be taught as a subject.
- f. From the fourth year, English shall progressively be used a medium of instruction and the language of immediate environment and French shall be taught as subject
- g. For effective teaching learning, the teacher-pupil ration shall be 1:35
- h. The advancement from one class to another shall be based on continuous assessment.
- i. The primary school leaving certificate shall be issued locally by the head teacher of the school. Government shall provide basic infrastructure and training for the realization of this goal at the primary school level.

Secondary Education Programmes

Secondary Education is the education children received after primary education and before the tertiary stage. The broad goals of secondary education shall prepare the living for:

- a. useful living within the society; and
- b. higher education

In specific terms secondary education shall:

- a. Provide all primary school leavers with an opportunity for education of a higher level. Irrespective of sex, social status, religious or ethnic background;
- b. Offer diversified curriculum to cater for the differences in talents, opportunities and future roles;
- c. Provide trained manpower in the applied science, technology and commence at sub-professional grades;
- d. Develop and promote Nigerian languages, art and culture in the context of worlds culture heritage
- e. Inspire students with a desire for self-improvement and achievement of excellence,
- f. Foster national unity with an emphasis on the common ties that unite us in our diversity.
- g. Raise a generation of people who can, think for themselves respect the views and feelings of others, respect the dignity of labor, appreciate those values specified under our broad national goals and lives as good citizens;
- h. Provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development

To achieve the stated goals, secondary education shall be of 6years duration, given in two stages: junior secondary school stage and a senior secondary school stage; each shall be of three years duration.

Junior secondary school

- a. The junior secondary school shall be both pre-vocational and academic. It shall be tuition free, universal and compulsory. It shall teach basic subject which will enable pupils to acquire further knowledge and skills every students shall offer.

- i. A minimum of 10 and a maximum of 13 subjects
- ii. All subject in group A
- iii. At least one subject each from group b & c

Group A. Core

- i. English
- ii. French
- iii. Mathematics
- iv. Language of environment to be taught L1
- v. One major Nigeria language other than that of the environment
- vi. Integrated science
- vii. Social studies and citizenship education
- viii. Introductory technology

The language of the environment shall be taught as L1 where it has orthography and literature. Where it does not have, it shall be taught with emphasis on orality as L.2.

Group B Pre-Vocational electives

- i. Agriculture
- ii. Business studies
- iii. Home economics
- iv. Local crafts
- v. Computer education
- vi. Fine arts
- vii. Music

Emphasis on subject in Group B shall be on practice.

Group C Non Prevocational Electives

- i. Religious knowledge
- ii. Physical and health education
- iii. Arabic

Students who complete junior secondary school shall be streamed into

- i. The senior secondary school
- ii. The technical college;
- iii. An out of school vocational training center
- iv. An apprenticeship scheme

The streaming shall be based on the result of tests to determine academic ability and vocational interest, and as much as possible to achieve a transition ration of 50:50 as follows:

Senior Secondary School

- a. The senior secondary school shall be comprehensive with a core-curriculum designed to broaden pupil's knowledge and outlook.
- b. Every student shall take all the six (6) core subjects in Group A and a minimum of one and a maximum of two (2) from a minimum of seven (7) and a maximum of eight (8) subjects.
- c. One of the three electives subjects may be dropped in the last year of senior secondary school course.

Group A. core

- I English language
- ii. Mathematics
- iii. A major Nigerian language (Hausa, Ibo and Yoruba)
- iv. One of biology, chemistry, physics or health science
- v. One of literature-in-English, history, geography or religious studies
- vi. A vocational subject

Group B. Vocational Electives

- i Agriculture
- ii. Applied electricity
- iii. Auto mechanics
- iv. Book keeping & accounting
- v. Building construction

- vi. Commerce
- vii. Computer education
- viii. Electronics
- ix. Clothing and Textile
- x. Food and nutrition
- xi. Home management
- xiii. Metal work
- xiii. Technical drawing
- xiv. Woodwork
- xv. Shorthand
- xvi. Type writing
- xvii. Fine art
- xviii. Music

Group C. Non-Vocational Electives

- i. Biology
- ii. Chemistry
- iii. Physics
- iv. Further mathematics
- v. French
- vi. Health education
- vii. Physical education
- viii. Literature in English
- ix. History
- x. Geography
- xi. Bible knowledge
- xii. Islamic studies

Government shall regulate the establishment of schools, supervise and inspect schools regularly and ensure that all schools follow approved curricula and conform to the national policy on education. The teacher-pupil ratio at this level of education shall be 1:40.

The Junior School Certificate (JSC) shall be based on continuous assessment and examination boards; the Senior Secondary Certificate (SSC) shall be based on continuous assessment and a national examination.

Nigeria, shall use public examination bodies for conducting national examinations in order to ensure uniform standards at this level.

Generals

- a. The junior secondary schools shall be planned as neighborhood schools. However, if there are special circumstances which warrant the establishment of boarding facilities in federal and state schools such should be provided. It is essential that everything possible is done to foster a sense of natural belongings in any school.
- b. Measures shall be taken to ensure that culture of the nation is kept alive through arts
- c. Interstate exchange visits of students shall be encouraged.
- d. Co-curricular activities form an essential part of the child's education and should be actively encouraged
- e. Government shall provide necessary infrastructure and training for the integration of ICT in the school system in recognition of the role of ICT in advancing knowledge and skills in the modern world.

The above state objectives of the different levels of programme (primary education and secondary education) in the national policy on education (NPE 2012). It is specified that everything has been put in place for the smooth running of primary and secondary education programmes. In the primary education a lesson lasts basically about 30-35minutes for every lesson period, likewise the secondary education the lessons lasts between 40-45 minute. It is expected that the classroom teacher adheres to time (duration of the lesson); instructional objectives that is in the lesson plan, following all the steps will aid the classroom teacher to achieve the set goals and also helps the pupils/students to learn effectively.

For the different levels of programme (primary and secondary education programme) to run effectively there is need for an elaborate and detailed process which is the school calendar.

The school calendar is a chart or time table which indicates the landmark dates, that drives much of the day-to-day, term and session's activities of academic institution(s). The school calendar serves as information bank and planning device for students, staff (teaching and non-teaching) School Administrators, parents and other educational interest groups. The basic constitute of a school calendar includes:

- Registration date

- Resumption date
- Holidays and breaks and;
- Closing date.

The school calendar helps the school administrator to plan his school activities to meet up target. This is because every school event is assigned or allocated time or date of delivery.


Classification of school calendar

School calendar are classified into different types in this paper school calendar are classified according to semesters calendar and termly calendar.


Semester calendar system the academic year consist of two terms; first semester and second semesters. It begins from September to May while the termly calendar system the academic year consist of three terms, first term, second term and third term. It runs from September to July.

The school calendar enables the school administrator and teacher to dynamically control dates and time for the classes and also helps in the enrolment of students.

Academic Calendar



LAGOS STATE GOVERNMENT
MINISTRY OF EDUCATION
OFFICE OF EDUCATION QUALITY ASSURANCE
APPROVED 2020/2021 ACADEMIC CALENDAR



OPTION A

S/N	TERM	PERIOD	DURATION	
1	1st Term	Monday 21 st September – Friday 18 th December, 2020	65 days (13 weeks)	
2		Resumption: Monday 21 st September, 2020		
3		First half: Monday 21 st September – Wednesday 14 th November, 2020	33 days	
4		National Day: Thursday 1 st October, 2020	1 day (Public holiday)	
5		Eid-El-Maolud : Thursday 29 th October, 2020	1 day (Public holiday)	
6		Mid-term break: Thursday 5 th & Friday 6 th November, 2020	2 days	
7		Second half: Monday 9 th November – Friday 18 th December, 2020	30 days	
8		World Teacher Day: Monday 5 th October, 2020		
9		Vacation: Monday 21 st December – Thursday 31 st December, 2020	9 days.	
Total days in School (1st Term) TOTAL DAYS			61 DAYS	
1	2nd Term	Monday 18 th January – Friday 16 th April, 2021	65 days (13 weeks)	
2		Resumption: Monday 18 th January, 2021		
3		First half: Monday 18 th January – Wednesday 3 rd March, 2021	33 days	
4		Mid-term break – Thursday 4 th & Friday 5 th March, 2021	2 days	
5		Second half: Monday 8 th March – Friday 16 th April, 2021	30 days	
6		Good Friday: 2 nd April, 2021	1 day (Public holiday)	
7		Easter Monday: 5 th April, 2021	1 day (Public holiday)	
8		Vacation: Monday 19 th – Friday 30 th April, 2021	10 days	
Total days in School (2nd Term) TOTAL DAYS			61 DAYS	
1	3rd Term	Tuesday 4 th May – Friday 6 th August, 2021	69 days (13 weeks 4 days)	
2		Resumption – Tuesday 4 th May, 2021		
3		First half – Monday 4 th May – Wednesday 10 th June, 2021	25 days	
4		Mid-term: Friday 11th & Monday 14th June, 2021	2 days	
5		2 nd half term: Tuesday 15 th June – Friday 6 th August, 2021	37 days	
6		Vacation – Monday 9 th August – Friday 17 th September, 2021	30 days	
NOTABLE EVENTS IN 3rd TERM				
1		WASSCE April – May, 2021		
2		Eid-el-Fitr Thursday 13 th & Friday 14 th May, 2021	2 days (Public holiday)	
3		BECE/NECO April – June, 2021		
4	Children's Day Thursday 27 th May, 2021	1 day		
5	NABTEB Examination: May – June, 2021			
6	Democracy Day: Monday 14 th June, 2021	1 day (Public holiday)		
7	Eid-el-Karbir: Tuesday 20 th & Wednesday 21 st July, 2021	2 days (Public holiday)		
8	Placement Exams into secondary Schools			
9	Screening into Model Colleges			
10	Resumption for 1st term 2021/2022 session Monday 20th September, 2021			
Total Days in School (3rd Term) TOTAL DAYS			62 DAYS	

TOTAL DAYS FOR THE YEAR 2020/2021 SESSION = 184 DAYS



**MINISTRY OF BASIC & SECONDARY EDUCATION
 (HEADQUARTERS)
 P.M.B. 5015
 ASABA
 DELTA STATE**

Our Ref: DSME/SCH4/14T1/9.

22nd April, 2021.


2020/2021 REVISED ACADEMIC CALENDER FOR PRIMARY AND POST PRIMARY SCHOOLS IN DELTA STATE

I am directed to refer to the above subject and to request you to find here-under the revised academic calendar for 2020/2021 session rolling over to first term 2021/2022.

TERM	BEGINNING OF TERM	MID-TERM BREAK	EXAMINATION /MARKING	END OF TERM	DURATION	HOLIDAY
3 rd Term	Boards Resume on Sunday, 18th April, 2021. Classes Begin on Monday, 19th April, 2021	Monday, 7th June. To Friday, 11th June, 2021. (BECE Exam Week)	Monday, 26th July To Friday 30th July, 2021. (Promotion Exam Week)	Friday, 30th July, 2021	15 Weeks	6 Weeks (Monday, 2nd August To Saturday, 11th September 2021)
1 st Term 2021/2022 Academic Session	Boards Resume on Sunday, 12th September, 2021. Classes Begin on Monday, 13th September, 2021	Thursday, 28th To Friday, 29th October, 2021	Wednesday, 1st December, 2021. To Wednesday, 15th December, 2021. (First Term Examination)	Wednesday, 15th December, 2021.	14 Weeks	3 Weeks (Wednesday, 15th December, 2021. To Monday, 10th January, 2022.)

Note:

- i. Cognitive /Placement Examination --- Saturday, 5th June, 2021.
- ii. Basic Education Certificate Examination (BECE)--Monday, 7th June. To Friday, 11th June, 2021.
- iii. All national holidays within the period are to be observed.
- iv. Any School that has genuine reason(s) to close on/ before the stipulated date should seek approval from the Ministry of Basic and Secondary Education.
- v. Club activities to hold ONLY on Wednesdays during last two periods.
- vi. Sports activities to hold in the last periods before long break on Thursdays
- vii. School Inter-House Sports competitions are to hold in all schools within third term of 2020/2021 session
- viii. All Public and Private Schools in the State should comply strictly with the above, please.


C. U. Ojumah (Mrs)
 Director (Schools)
 For: Honourable Commissioner

The School Timetable

The school goals can be achieved through making a detailed time table schedule, this will help to avoid irrelevant activities and conflicts in the school. To achieve this, the use of school time table is very important. The school time table shows how the activities are scheduled and coordinated on the tables in school, it can also be in a chart, that regulates the pulse of the school, it indicates when classes begins, when a break should occur and when the day's work is concluded. It is a ploy, which tries to bring subjects, teachers, class rooms and school equipment together in the best possible permutation to achieve the educational aims of the schools (Ofoegbu, 2004).

Olawolu and Ahaiwe (2011) acknowledges that the secondary school time table prescribes the time for morning assembly, closing time and time allowed for extracurricular activities. The educational implication for a good time table is that it helps to eliminate conflicts in interpersonal relationship among staff, roles task and school time is spent on hourly, daily, monthly, termly and yearly basis, Asodike (2013) reinstated that the school time table gives a breakdown of activities and also guides and show time allocated to these daily activities in the school "settings". Thus, the school time table is directional device that assists to coordinate school activities and events in order to achieve school goals.

In preparing the timetable it's not usually easy and only experience teachers who knows the goals, aims and objectives towards which the school is thriving should undertake the preparation; before preparing a timetable there are some useful information that must be taken into consideration these information are:

- i. The name of the teacher and the subjects bearing in mind their area of specialization
- ii. Defining the subjects that each class and students are supposed to take for their session

- iii. Decide the number of times the subject would be taught in each class per week and the number of periods weekly.
- iv. Decide which subject would have double periods and which rooms two or three classes would occupy at a time for particular subjects;
- v. Establishing the organization of the school day. The length duration and number of periods, the beginning and end of the hours and the length and frequencies of breaks. When these things are in place the timetable officer will be able to prepare certain information about subjects, teacher's names and the total periods for each class.

Extract of school organized timetable for a typical class SS3A

DAY	7:40 8:00	9:00 10:00	9:20 10:00	10:00 10:40	10:40 11:20	11:20 12:00	12:00 12:40	12:40 1:20	1:20 2:00	2:00
MON.	DEVOTION/ASSEMBLY	ENG	GOVT	CRK	PHY	BREAK TIME	ACCT	AGRIC	HIST	CLOSING TIME
TUE		MATH	BIO	ECONS	-		LIT IN ENG	BIO	PHY	
WED		PHY	AGRIC	AGRIC	CRK		GOVT	CHEM	BIO	
THUR		GOVT	HIST	ENG	-		-	LIT IN ENG	HIST	
FRI		CRK	-	CHEM	CHEM		ECONS	ACCT	-	

An Organised Primary School Time Table: From University of Staff School Benin City, Edo State, Nigeria.

DAY	8:00 AM 8:20 AM	8:20AM 9:00AM	9:00AM 9:40AM	9:40AM 10:20AM	10:20A M 11:00A M	11:00 AM 11:30 AM	11:30AM 12:00PM	12:00PM 12:30PM	12:30PM 1:00PM	1:00PM 1:30PM
MON.	ASSEMBLY	MATH	MATH	ENG	CRK	BREAK	P.E	ENG	SCIENCE	SOCIAL STUDIES
TUE		MATH	COMP	PHONICS	HOME ECONS		FRENCH	ENG	ENGLISH	AGRIC
WED		MATH	MATH	ENG	FINE ART		LIBRARY	SOCIAL STUDIES	HISTORY	CRK
THUR		MATH	MATH	WRITING	ENG		EDO	HEALT H EDU	SCIENCE	AGRIC
FRI		MATH QUAT.	ENG. WRIT.	VERBAL	HEALT H EDU		VOC. STUDIES	QUAT	WRITING	MUSIC

The educational implication for this time tabling is that the slot to different subject vary and the time allocation some in the morning while others in the afternoon, it all depends on the value attached to each subject by the society, it is normally believed the subjects like mathematics, integrated science, physics, chemistry should be fixed in the morning hours that students tends to assimilate better because the brain is still fresh, there is no empirical literature as to whether science subjects should be studied in the morning or another for afternoon.

- Principles and arrangement of timetables: the construction of time table requires many important adjustments. Teachers must be assigned to their duties, and space must be assigned for effective instructional efficiency, school assembly should adequately provide for student should be able to learning without conflicts. Bray (2000) identified two basic modes of timetable; these are end-on overlapping modes. In the end on mode, double shift primary and secondary schools can have different operations. They may have all grades in both morning and afternoon sessions. In this case they operate at two separate schools. They may have half grade for instance 1, 2 and 3 in the morning and other grades in the afternoon. In designing the timetable the following four principles suggested; the earliest time for children to start school, number of breaks and length of each break, the time needed for effective transition between shifts and the latest time the class should end.

A good time table needs to fulfil certain conditions:

- Provide teaching each day for a length of time required by law.
- Set the length of periods in accordance with the age of the pupils
- Allocate teachers to each subject as directed by the authorities or in accordance with the importance of the given subject in the school.
- Distribute and allocate time for each subject matter; as the need may be example allocating double period for some subjects
- The teaching arrangement should be conducted in an atmosphere free from noise and it should match needs with resources

- There should be adequate short breaks
- Subjects that needs concentration should be put early in the day preferably not the first periods they can be immediately after the breaks.

Once the time table has been scheduled prepared and approved it should be strictly adhered to, each class should have a copy displayed in the classroom. The time table should operate at least a term but no longer than a year or session.

- Effective use of time by school administration (Nwafor 2012) acknowledge that for time management to be efficient that the school administrator should take note of the following:
 - There should be periodic review of performance of the subordinates to whom duties are delegated to ensure the successful performance of such duties.
 - Routine activities should be delegated
 - Duties should be delegated in order to reduce his burden of work.
 - The subordinates to whom duties are delegated should be made to know the limits of their authority in the performance of such duties.

It is important to note that the principal or school administrator is both an administrator and a manager. He performs dual functions and therefore manages his time accordingly. The school administrator programmes himself and allocate his time to achieve the above target as programmes.

- Effective use of time by teachers: there are numerous ways in which the teacher spend their time effectively so that he/she can accomplish his expected official tasks within the allotted time.
 - It is the duty of principal to instruct student based on the curriculum and syllabus
 - They spend time to attend school meetings and other school activities
 - Teachers spend time to interact with colleague
 - Teachers keep records, inventory of the students, like results and attendance
 - Teachers do counsel students and parents occasionally concerning their performance and attitude in the classroom.
 - Teachers marks students test, assignment and examination to evaluate students performance.
 - Teachers spend time conducting classroom observation in order to identify individual students

Students Time Management

Students need to develop a good time management skill if they will succeed and achieve their set educational goal. At the primary and secondary school level, the class teacher most of the time engages the students in assignment and class work during official periods. At the tertiary level students has a lot of flexibility and freedom. Either students have less in class time and a lot outside the class activities and therefore need to plan their movements and activities in order not to be carried away by frivolous and unimportant activities. Aromolafe (2005) contended that time management enables students to gain time, motivates them to engage in more beneficial activities, enhances their initiatives and promotes reviews of their academic work. Furthermore, students are able to reduce anxiety, eliminate cramming and reduce avoidance in their studies to effectively manage time, students need to set their goals and prioritize their busy schedules and activities.

Basic principles for effective time management by students

There are some basic principles for students, time management that are necessary. This principles according Aromolafe (2005) includes;

1. Identify best time for studying everyone has high and low periods of attention and concentration. Are you a morning person or a night person? Use your power time study use the down times or routines such as laundry and errands.
2. Study difficult subjects first when you are free you can process information more quickly and save time as a result.
3. Use distributive learning and practice: study in a shorter time blocks with short breaks between this keeps you from getting fatigued and losing time. This type of studying is efficient because while you are taking a break, the brain is still processing the information.
4. Make sure the surroundings are conducive for studying. This will allow you to reduce distractions which can waste time
5. Make room for entertainment and relaxation. You need to have a social life, yet you need to have a balance in your life.
6. Make sure you have time to sleep and eat properly. Sleep to relax the brain and get it set for subsequent action. Good food provides energy and strengthen the body for necessary action. Student eat and sleep at the appropriate hour.
7. Set deadlines for yourself: set realistic deadlines for each step of activities. To be realistic, sit down with a calendar and think about how much time you will spend on your project each day and what you can compete

- in that time use your estimate to set deadline
8. Be flexible: “what to do” lists are wonderful for helping you to organize and prioritize your life. Remember that there will always be interruptions and distractions.

Benefits of time management in school

Time management in school is very crucial and cannot be looked down on Ikpitito (2013) acknowledges some the gains to includes;

1. Time management instill s the habit of punctuality and discipline among school administrators and co-workers in the educational sector and other spheres of life.
2. Administrators in Nigeria becomes more organized and prepared through effective time management, they tend to keep things at the proper place
3. Effective time management boosts moral of the school administrator, academic and non-academic staff and even students and thus builds their confidence
4. Time management helps administrators and general public to accomplish tasks within the stipulated time frame
5. Effective time management helps employees reach the pinnacle of their careers quickly and stay at the top for long. It increases the employees productivity
6. It leads to qualitative and quantitative results
7. It helps reduce stress
8. Assist to reduce time wasting
9. It makes the right thing happen at the right time

Strategies for Effective Time Management in School Administration

There are strategies and approaches which can assist school administrators in Nigeria to manage their time effectively and efficiently.

1. School administrators should know how to use their time, this can be done by keeping diary of everything for a period of some days in order to determine time utilization. This will help school managers to search out time that can be spent more wisely.
2. Nigerian school administrators should plan each day’s activity effectively, planning their daily activities can help school administrators accomplish task and have better control of their jobs. This can be done by keeping a diary containing a list of things to do, on this diary the most important tasks should come first.
3. School Administrator should put things in the order of preference. Every task is time consuming, some are very urgent while some are less important and can consume a whole day. Prioritizing tasks enables administrators to spend their time and energy wisely on task that are truly urgent and important.
4. School Administrator should be knowledgeable and discipline to know the essential task and evaluate the overall objective or goals before agreeing to carry out any additional duties.
5. The School Administration should bear in mind about the quality output of the job, because doing a work right the first time may take more time upfront; however, errors typically result in more time spent making corrections, it takes more time doing the overall job.
6. Larger time consuming tasks should be broken into smaller units. After breaking down these tasks into smaller units: school administrators should work on them few minutes at a time until the whole work is done. This will help them use their time more efficiently and reduce cramping of activities which usually results in stress.
7. Delegation of responsibility and duties is an essential method of time management that can be utilized as a tool by most Nigerian schools administrators in managing their time more efficiently. This can be done by taking a look at the task to be completed and considering what can be handled by someone else.
8. School Administrators should be encouraged to take breaks when needed in between a working day without such breaks stress may be built up and too much stress can derail and individual’s attempt at time management. Like going for vacation to rest and re-energize.
9. School administrators should organize the school timetable throughout the year in such a manner that all the activities are clearly stated and written. Teachers, secretaries and so on should have a copy of both the time table and a list of things that are expected of them and they should be monitored to ensure that they complete their assigned tasks.

Conclusion

This paper concludes that there is need for school administrators to take into cognizance that time, time table is essential at every level of school programme. For time to be effective the school administrator should know how to utilize his/her time efficiently and this will help improve the school programme in the educational institutions.

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