

# Time Management and Administrative Effectiveness of Kwara State Tertiary Institutions, Nigeria

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**Abstract** - This study investigated the relationship between time management and administrative effectiveness of Kwara State owned tertiary institutions. The study adopted a descriptive survey of correlational type. Stratified random sampling technique was adopted to select 600 respondents from the sampled institutions. The respondents selected are deans, directors, head of departments, senior lecturers, lecturers, head of the units, class representatives and student's government executives and the Associations Presidents, secretaries and treasurers. Four research questions and four research hypotheses were generated to guide the study. The instruments staged Time Management for Administrative Effectiveness Questionnaire (TMADEQ) was researcher's self designed instrument. The instrument was validated by the experts in Educational management and psychology. Reliability index of .65 was obtained after subjecting to test-retest method, and using Spearman Ranking order Statistics at .05 significance level. All the research questions were answered using percentages while, Pearson product moment correlation statistics was used to test all the research hypotheses formulated also at .05 significance level. The findings however showed that time allocation, utilization commitment and lapses have high positive significant relationship with the indicators of the administrative effectiveness of Kwara State tertiary institutions. Recommendations was however made that time management skills should be taught as a course in the higher institutions so as to enhance administrative effectiveness in the tertiary institutions and that adequate time should be allocated to every institutional programmes.

**Keywords:** Time Management, Administrative Effectiveness and Tertiary Institutions.

## INTRODUCTION

In the school system, high success rate is the priority of both the students and teachers. In a school where the learners have higher grades, the belief is that such schools utilize their time effectively. On the other hand, low grade indicates poor learning outcomes. Odedele (2001) identified the factors that predict effective learning outcome, which include study time, age, parental background and year of study. The author however identified time as a priceless and non-renewable resources that when passed out can never be renewed or come back again. Any time wasted by the students have negative impacts on their learning outcome. Time is expensive non-renewable natural resources in an individual life. It should be noted that time wasted, affect individual life styles; this is because adult individuals that failed to do what is expected of him at the right time, when the time is gone, such an individual's become a

frustrated person. A time management strategy is as old as mankind generation. Right from the time immemorial, everything had been endowed with its own time, because there is time to plant, time to live, time to die, time to sleep, time to wake, time to work, time to rest. However, if any of these time is mismanaged, such may have negative effect on an individuals. Mismanaged time lead to frustrations and inability to meet up with the future societal standard and expectations. The issues of time management is relevant to individual school life because effective time management strategies aid effective administration indicators of tertiary institution like research publications, students academic performance, community services, record keeping and lecturers job performance. It should be noted that effective time management strategies are laudable factors for effective goals achievement in tertiary institutions.

Balduf (2009) defined time management as an act process of coordinating planning, directing and controlling the amount of the time devoted for specific activities, programmes tasks in order to enhance effectiveness and efficiency in the organization, such which will bring about effective goals achievement of such organization. The author went further to state that effective time management in the school system dictate high success rate in such a school.

Also, Igun and Adegbeji (2009) identified the time management indicators where individuals should devote their time allocation, commitment to the tasks, and utilize the time to such tasks before the time lapse. The areas are effective reading culture, internet skills, assignment, tests, scientific skills acquisition so as to bring about effective goals achievement in the school organization.

Saeidian and Paktinat (2013) also observed that the application of time management strategies create awareness in an individual on the available time allocation, the extent to which such time are utilized and committed to, and how far such time are effectively utilized before the time lapse. The authors stated that if the students or individuals did not do what they ought to do before the time lapse, it may lead to individual's frustrations and such individuals will lag behind his colleagues in all styles of life. Abimiku (2014) supported the authors that for effective students academic performance to be enhanced both the students and the staff need to commit themselves towards effective management of the allocated time, utilization of such time towards enhancing administrative effectiveness in such a school organization.

It should however be noted that in the tertiary institutions especially in Kwara State, time are allocated to every task, activity and both the academic and non-academic staff are made to commit themselves to the allocated time in order to meet up with the time lapse of the institutions.

Therefore, the rationale for this study is to examine the relationship between time management indicators or time allocation, utilization, commitment and time lapses and those administrative effectiveness indicators of lecturer's job performance, students academic performance, research publication, record keeping, school discipline and community services of Kwara tertiary institutions.

## STATEMENT OF THE PROBLEM

Due to the complexities of the lecturers' role in the tertiary institutions, such role conflicts however

constitute barriers to effective time management in the tertiary institutions in Kwara State, Nigeria. Mercanciogu (2010) observed that time is very essential for effectiveness and efficiency in the school administration an effective time management will surely enhance effective students academic performance. However, there is the need to utilize the allocated time effectively and committed to the program and tasks at the right time before the time lapse. The problem this study investigated is the relationship between time management and administrative effectiveness of Kwara State tertiary institutions in Nigeria. The study therefore focused on the time allocation, time utilization, time commitment and time lapse and how the time management really influences administrative effectiveness of Kwara State tertiary institutions.

## OBJECTIVES OF THE STUDY

The main purpose of this study is to investigate the relationship between the time management and administrative effectiveness of Kwara State tertiary institutions. Specifically the study aimed to examine the available time allocated for the institutional academic program; determine the level of staff and students commitment to the time; find out the problems militating against time management practices in Kwara state tertiary institutions; investigate the influence of time management by the administrative effectiveness of Kwara State tertiary institutions.

## Hypotheses

The following null hypotheses were formulated for the study operation.

**H<sub>01</sub>:** There is no significant relationship between time management and administrative effectiveness of Kwara State tertiary institutions.

**H<sub>02</sub>:** There is no significant relationship between time allocation and administrative effectiveness of Kwara State tertiary institutions.

**H<sub>03</sub>:** There is no significant relationship between time utilization rate and administrative effectiveness of Kwara State tertiary institutions.

**H<sub>04</sub>:** There is no significant relationship between time lapse and administrative effectiveness of Kwara State tertiary institutions.

## METHODS

A descriptive research survey of a correlational type was adopted for the study. The study adopted descriptive survey because the study investigated and

described the existing time management variables and make necessary analysis to answer the research questions posed. It also adopted correlational research survey because the existing significant relationship between time management variables and the administrative effectiveness of Kwara State tertiary institutions will be determined. Four research hypotheses were formulated for the study. The instrument used for data collection was tagged "Time Management for Administrative Effectives Questionnaire" (TMADEQ). The instrument was designed by the researchers and validated by the experts in educational management and psychology. Reliability index of .65 was taken after subjecting to test-retest reliability method and correlated using Spearman ranking order statistics at .05 significance level.

Also, 600 respondents were selected from all the six Kwara State government owned tertiary institution. The respondents are therefore selected from the deans, directors, head of departments, student's union executives, unit heads, level advisers and class representatives; the instrument was personally administered to ensure adequate retrieval of the instruments and to avoid misconception about the statements on the instrument.

The data collected were subjected to Statistical Package for Social Sciences (SPSS) of the computer centre. All the research hypotheses are tested with the use of inferential statistics such as Pearson product moment correlation Statistics and test at .05 significance level. The result therefore determine the level of significant relationship that existed between time management and administrative effectiveness of Kwara State tertiary institutions.

## RESULTS AND DISCUSSION

The time allocated was distributed according to the following institutional sub-programmes. Table 1 indicated that in Kwara State tertiary Institutions, there are officially time allocations of 70 hours per week. 40hours are allocated for the instructional activities i.e. teaching –learning processes which represent 57.1% while there is time allocation of 10 hours for the breakfast in the total time allocation. In each of the institutions in the state, time allocation of 20 hours for the extra-curricular activities such as sporting activities, seminar presentation, examination and meetings of clubs and associations. However, effectiveness of the total time allocated to the programmes depend, on how committed the students and lecturers are to such time.

Table 1. Time allocation for institutional program in Kwara state Tertiary Institutions

Programme	Total time Allocation (in Hours)	%
Instructional Programme	40	57.1
Break	10	14.3
Extra Curricular Activities	20	28.6
<b>Total</b>	<b>70</b>	<b>100</b>

The result is in line with the opinion of Mercanciogu (2010) which stated that effective commitment of the staff to the time allocation enhance students academic success in such schools. The author stated that time wastage has baneful effects on the students and institution success.

Table 2 shows that 70.7 percent of the respondents agreed that the institution management delegate functions to the staff and students to reduce job stress and time wastage.

Table 2. Staff and students commitment to the time allocation for academic programme in Kwara State tertiary institutions

Statement	Agreed		Disagreed	
	f	%	f	%
1. The institutions delegate functions to the lecturers and students in the schools	424	70.7	176	29.3
2. Evaluation are given by the boss after the assignment have been completed	361	60.2	239	39.8
3. Both the students and lectures are adequately monitored to meet the time target	417	69.5	183	30.5
4. Lectures commitment to the given assignment are adequately motivated	406	67.7	194	32.3
5. Even staff and students are made to perform their duties according o the stipulated time limit	385	64.2	215	35.8
6. Tertiary Institutions in Kwara State Organized inter-school programme which enhance commitment to the time limit	348	58	252	42
7. The management of the institution sanction at any act of laziness	310	51.7	290	48.3
8. There is a time management course for the students in each the institutions	336	56	264	44
9. The head of the units are made to give regular report on the assignment given	420	70	180	30
10. There is always time lapse for all the activities assigned	366	61	234	39

Also 60.2% of the respondent agreed that any assignment given to the staff are adequately evaluated. 69.5% of the respondents also agreed that both the lecturers and students are closely monitored to encourage commitment.

Adequate motivation to the staff commitment was also supported by 67.7% of the respondents. 64.2% also agreed that time limit was given to the staff in the performance of the duties which aid high commitment to the job performance at the time limit. Furthermore, 58% of the respondents supported the ideas that tertiary institutions in Kwara State organize inter-school programs which enhance adequate job performance for the program will enable the schools to learn each other. 51.7% of their respondents sanction any act of laziness and indolence in the schools. 56% also agreed that time management course is integrated into academic programme which aid time commitment. 70% of the respondents agreed that the heads of the unit are ordered to write regular progress report on each of the unit. Lecturers aid commitment and activeness to the time limit allocation. Finally, 61% also agreed that in their institutions, there is always time pace for any activity assigned to be completed within the time limit.

However, based on the respondents' opinion, it should be noted that time management practiced aid effective job performance and administrative effectiveness of in Kwara State tertiary institutions.

Table 3 shows the respondents opinion on the problems militating against time management practices in Kwara State tertiary institutions. However, 55.3% of the respondents agreed that persistent role conflicts among the lecturers constitute problem to effective time management in schools/ also, the respondents agreed on the following problems such as leadership approach, lack of lecturers motivations, on the assigned job, inefficiency and ineffectiveness constitute obstacle for time management practices in the school system. Among other problems agreed upon by the respondents are problem of undue process, injustice students, role stress inadequate working equipment and poor attitude of lecturers are the major problems militating against effective time management in tertiary institutions. 59% of the respondents also disagreed with the view that lack of lecturers commitment constitute problem for effective time management practices in Kwara State Tertiary institutions. However, the time management practices are effective in Kwara State tertiary institutions, despite all those problems identified by the respondents.

Table 3. Problems militating against effective time management practices in Kwara State tertiary Institutions

Problems	Agreed		Disagreed	
	f	%	f	%
1. Persistent role conflicts in the institutions	332	55.3	268	45.7
2. Poor leadership styles and approach	314	52.3	286	47.7
3. Lack of lecturers commitment	246	41	354	59
4. Inadequate motivation to well performance jobs by the lecturers	323	53.8	277	46.2
5. Staff inefficiency, waste a lot of time	364	60.7	236	49.3
6. Bribery and corruption among the school leaders	339	56.5	261	43.5
7. Incessant strike and truncated school Calendars	364	60.7	236	49.3
8. Undue processes in the school administration	304	50.7	296	49.3
9. Injustice and unfair treatment in the assignment of tasks	319	53.2	281	46.8
10. Role stress waste a lot of time in schools	351	58.5	249	41.5
11. Inadequate working equipment also waste a lot of time in of the lecturers	325	54.2	275	45.8
12. Poor attitude of lecturers to work cause time wastage	316	52.7	284	47.3

Table 4. Shows the respondents opinion on the influence of time management practices and administration effectiveness of Kwara State tertiary institutions.

Table 4. The influence of time management practices on administrative effectiveness

Influence	Agreed		Disagreed	
	f	%	f	%
1. Students academic success are adequately enhanced	372	62	228	38
2. It aids high commitment of the staff to the research publications and job performance	325	54.2	275	45.8
3. Time management practices reduce truncated school calendar problem	367	61.2	233	38.8
4. Time management practices is a product of effective record keeping strategies and proper accountability	336	56	264	44
5. Time management practices aid high integrity	409	68.2	199	36.8

From the table therefore, the respondents agreed that effective time management practices aid administrative effectiveness variables of lecturer job performance, students' academic success, research publication, prompt record keeping and enhance institutional integrity and accountability especially in Kwara State Territory institutions.

### Hypothesis Testing

The operational research hypothesis were tested using Pearson product moment correlation statistics at .05 significant level. Find below the result.

**H<sub>01</sub>:** There is no significant relationship between time management and administrative effectiveness of Kwara State tertiary institutions.

Table 5: Time management and administrative effectiveness of Kwara State tertiary institutions

Variable	Mean	SD	r-value	Critical value	Decision
a. Time Management	48.36	26.32	.64	.195	Reject Ho
b. Administrative Effectiveness	24.62	18.44			

*df=599*

Table 5 shows that the calculated r-value of .64 is greater than the critical r-value of .195 at the degree of freedom of 599 and tested at .05 significant level. Hence the null hypothesis which stated that there is no significant relationship between time management and administrative effectiveness of Kwara State tertiary institutions is however rejected. The result was however indicates that high significant relationship existed between the available time management strategies and administrative effectiveness of Kwara State tertiary institutions. The result means that in Kwara State, adequate time are allocated and utilized for administrative effectiveness variables like lecturers job performance, students academic performance, research publication, community services, record keeping and school discipline. The result was therefore in line with the finding of Igdem (2010) which observed that effective utilization of the time

allocation to the tasks and activities of the students enhances effective students academic performance in the school system. Also, Agboola (2013) also negated the finding that effective time circumstances and situation which the author identified as social violence. Poor students attitude to work, lecturers negligence to duties and level of parental background, all which could hamper effective time management towards effective administration. However, in Kwara State tertiary institutions, time are effectively allocated and the utilization are effectively monitored which aid effective lecturers job perform students academic performance research publications and record keeping.

**H<sub>02</sub>:** There is significant relationship between time allocation and administrative effectiveness of Kwara State tertiary institutions.

Table 6: Time allocation and administrative effectiveness of Kwara State tertiary institutions.

Variable	Mean	SD	r-value	Critical value	Decision
a. Time Allocation	72.36	28.99	.64	.195	Reject Ho <sub>2</sub>
b. Administrative Effectiveness	24.62	18.44			

*df=599*

Table 6 also shows that the calculated r-value of .64 is greater than the critical r-value of .195 at the degree of freedom of 599 and tested at .05 significance level. Hence the null hypothesis which stated that there is no significant relationships between time allocation and administrative effectiveness of Kwara State tertiary institutions is therefore rejected. The result means that there high time allocation for every activity and task in the institutions and the lecturers are committed to the time allocated to that they could complete the assigned task and programme before the time lapse. However, effective time allocation enhance effective administration of the Kwara State tertiary institutions. The result was however supported by Watkins (1986) which stated that if the type are adequately located, such allocated time involves administrative, monitoring, motivation

and staff commitment. The author however noted that any allocated time without effective coordination and monitoring may lead to high failure rate. It should be noted that in Kwara State tertiary institutions, the school managers monitor all the program and activities closely which enhance administration effectiveness variables of the institutions. Also Nonis and Gail (2006) called for effective monitoring supervision and motivation of assigned tasks so as to enhance administrative effectiveness of the school system.

**H0<sub>3</sub>:** There is no significant relationship between time utilization and administrative effectiveness of Kwara State tertiary institutions.

**Table 7. Time utilization and administrative effectiveness**

Variable	Mean	SD	r-value	Critical value	Decision
a. Time utilization	66.31	37.92	.62	.195	Reject Ho <sub>3</sub>
b. Administrative Effectiveness	24.62	18.44			

*df=599*

Table 7 shows that the calculated r-value of .62 is greater than the critical r-value of .195 at the degree of freedom of 599 and at .05 significance level. However, the null hypothesis which stated that there is no significant relationship between time utilization and administrative effectiveness of Kwara State tertiary institutions is however rejected. It means that high significant relationship existed between time utilization and administrative effectiveness of Kwara State tertiary institutions. The result is reflection of the lecturers' commitment, publications, school discipline and excellent academic performance of the students in the institutions. The result of this finding was in line with the result of Ibitoye (2008) who stated that time utilization rate determine the rate of commitment that the students and staff out up towards specific tasks and programme of activities in the interest of enhancing goals achievement of such organization.

**H0<sub>4</sub>:** There is no significant relationship between the time lapse and administrative effectiveness of Kwara State tertiary institutions.

**Table 8: Time lapse and administrative effectiveness of kwara state tertiary institutions**

Variable	Mean	SD	r-value	Critical value	Decision
a. Time lapse	28.96	40.39	.57	.195	Reject Ho <sub>4</sub>
b. Administrative Effectiveness	24.62	18.44			

*df=599*

Table 8 shows that the calculated r-value of .57 is greater than the critical r-value of .195 at the degree of freedom of 599 and tested at .05 significance level. Hence the null hypotheses which stated that there is no significant relationship between time lapse and administrative effectiveness of Kwara State tertiary institutions. The result indicates that in the institutions, there are time lapse for most of their activities, tasks and programme. The time lapse aid staff and students commitment to the assigned tasks and programme so as to meet up with the time laps and which enhanced adequate administrative effectiveness in the school system.

The result was however supported by Abimiku (2014), Okoli (2008) and Oke (2013) which opined that both the staff and students programme themselves toward completing the assigned tasks, programmes and activities before or on the time lapse expectation. The authors noted that any assignment or tasks that could not be completed by the time lapse may lead to job stress, frustrations and wastage. The non-completion of the goals may caused internal inefficiency in the organization. However, in Kwara State tertiary institutions, every programme is given time to completed the commitment to the time allocated was assured through motivation, supervision and adequate monitoring. The time lapse approach aid administrative effectiveness in the state.

## CONCLUSION

Based on the data collected and analysis made, it is evident to show that time is precious in any individual endeavours. Time allocation, utilization and time lapse are not only strategies for time management but the extent to which individuals really committed to the tasks, activities and program assigned anytime allocation for a specific tasks should be complemented with adequate motivation and effective delegation of authority so that adequate report should be regulatory submitted to the boss, for so doing it aid adequate staff commitment to such tasks assigned. It could therefore be concluded that a well managed time have high significant relationship with organizational goals achievement and aid administrative effectiveness or any organizations especially Kwara State tertiary institutions.

## RECOMMENDATIONS

The following recommendations are made towards enhancing effective time management in tertiary institutions.

*Adequate time should be allocated in schools.*

Adequate time should be allocated for the academic activities in the school system. Time should be provided for every activity which will enable both the staff and students to be committed to in order to enhance administrative effectiveness in the schools.

*Time allocation and utilization should be complemented by staff motivation:* Staff and students in the tertiary institutions should be adequately be motivated by ways of good salaries, conducive working environment provision of educational facilities, learners support services training and retraining opportunities and all those motivational factors that enhance both lecturers and students commitment to the time allocation and assignments given towards enhancing administrative effectiveness in the tertiary institutions.

*Integration of time management course into the institutional curriculum:* Time management should be taught as a course in the tertiary institutions. The integration of such time management course will acquaint the students and staff with all time management tools, techniques and skills. Acquired knowledge will surely reduce all the time management militating factors and individuals will be able to work towards enhancing goals achievement at the right time.

*Time management capacity building should be introduced:* The institutions should organize workshop seminars and conferences on the time management techniques. The lecturers now be time conscious in all their endeavours and activities that will make them progress in their later year such activities like research publications, community services, teaching and their record keeping. They should be encouraged to do the right things at the right time in order to enhance effective teaching – learning process in the school system.

*Inculcating effective reading habits and culture in students:* Furthermore, students should inculcate effective reading culture habit while in school. This study habit will prepare them for their academic performance before the time lapse.

*Time management in schools should be jointly done:* Every management staff should always meet to make agreement on the time lapse so that it will not affect individual commitment towards their performances.

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