

# Time Management Strategies for Effective Administration of Academic Administrators in Tertiary Institutions in Imo State

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**Abstract:** The study is an empirical study that used the survey design to study the administrators' time management strategies for effective administration in tertiary institutions in Imo State Nigeria. The population of the study consists of 360 administrators and 3604 lecturers comprising male and female from Imo State tertiary institutions. The sample for the study is 852 lecturers drawn using purposive and random sampling technique. The researcher made use of mean rating titled "Time management strategies by administrators for effective institution administration scale (TMSAELIAS) for the lecturers on a four (4) point scale. The instrument was validated and found reliable with an index of 0.86. In analyzing the data for the study, mean score was used to answer research questions and an independent z-test statistics was used to test the hypotheses at a significant level of (0.05). The result of the study revealed that lecturers agreed that their administrators devote time to administrative work, make out time to oversee and sign students' result, is able to complete tasks once started, is punctual for daily business, attend to visitors, follow up delegated works, ensures that students' orientation week is carried out and encourages lecturers to attend conferences, workshop and seminars. But the administrator does not make time to stay in examination hall. Based on the findings, the researcher recommended that administrators should continue to ensure adequate time management since it directly affects effective performance of the employees; the administrators should be conscious of deadlines to avoid piling up of work; and should give priorities to core administrative duties in their time allocation.

**Keywords:** Time, Management, Strategies, and Effective Institution, Administration.

## I. INTRODUCTION

Time is an immaterial resource, inelastic, scarce and erodes fast and once spent, cannot be rewind back, stored or recalled for use. Thus time lost or misused can never be regained. How administrators of institutions spend their time on their job determines to a large extent the productivity level of the institution and its effective and efficient performance, profits and survival of the staff and the institution as a whole. The effective and efficient management of time is as important as the management of other human, financial and material resources available to the administrator. This is because given an abundance of all resources (which is never

the case at any time in the present digital era), a poor time administrator/manager would be faced with low productivity, inefficiency, ineffectiveness, low moral, stress and frustration with himself and among his workers.

Time management as postulates by Achinine (2009) is the effective and efficient utilization of a manager's or an administrator's corporate time to achieve organizational and personal goals. It involves identifying tasks to be performed, planning and scheduling of organizational activities, prioritizing such activities, allocating time to other task according to their degree of importance in enhancing productivity, minimizing interruptions and frivolities and dealing with routine tasks in such a way that the truly important tasks could receive due attention.

Time management and organizational problems can raise stress levels, especially when school administrators must balance their work, societal and family responsibilities. To Altun (2011: 5) "Time for school administrators is a resource to be used productively. Good use of time requires self-understanding, personal commitment, discipline, planning and organization." The administrator occupies a crucial position, hence his managerial effectiveness is an indicator of the institutions' prospects for achieving the educational goals and objectives. School administrators' managerial abilities should reflect on their time management strategies. This time management strategies are in the areas of planning, decision making, execution, evaluation, consciousness etc. According to Akomolafe and Oluwatimehin (2013), the heart of time management is concentration on results, not on being busy. Aptly put, judicious use of time is an asset to school organization (Akomolafe, 2011).

In order to manage time, male and female institution administrators must be creative and introduce various ways of producing output within a stipulated time. They must be able to manage their emails and phone calls as well as minimizing the time spent receiving visitors.

Time management is seen as a way that administrators use their time effectively in carrying out their administrative work without exceeding the fixed calendar. Administrative

effectiveness is the ability of the administrators to meet the demand of their job using time management strategies to meet school goals. Anyaogu 2016 defines time management as the effective and efficient utilization of an administrator's corporate time to achieve organizational and personal goals. It involves identifying task to be performed, planning and scheduling of organizational activities, prioritizing such activities, allocating time to the tasks according to their felt degree of importance in enhancing productivity, minimizing interruptions and frivolities and dealing with routine tasks in such a way that the needed important tasks could receive due attention. Time management refers to the development of processes and tools that increase efficiency and productivity (Omoyi & Momoh, 2013). Equally, they refer to time as the limiting factor for effective executives. As a result, it is imperative for every administrator to seek ways to improve time management.

Management has been described in a variety of ways. The term management is the process or method whereby a group of people at the top level of an organization plan, organize, communicate, coordinate, control and direct the actions and the activities of those who work in an organization, with a view to achieving the organizational objectives (Njoku, 2015). Succinctly, Anyaogu (2016), averred that management is the act of getting things done through people. It is the process undertaken by one or more individuals to co-ordinate the activities of others to achieve result not achievable by one individual acting alone.

In the field of academics, educational management covers the following aspects of administration relating to management in its jurisdiction:- planning, organizing, directing, supervising, controlling, budgeting, prioritizing, scheduling, reporting, procrastination and evaluation, etc. The above basic functions of academic administrators involves:-

- a. Planning for academic or curricular and co-curricular activities;
- b. Deciding the purposes of the institution;
- c. Assigning duties and responsibilities to the staff members;
- d. Directing and motivating staff of the institution;
- e. Co-ordinating the efforts of employees to achieve the purpose;
- f. Exercising control over the staff;
- g. Conducting periodical reviews about the progress achievement and failures of the institution.
- h. Maintaining peace, order and discipline;
- i. Manage the materials and finance;
- j. Supervising the work of academic and non-academic employees;
- k. Maintaining records and human relationship;
- l. Budgeting for current and future expenditures;
- m. Avoiding procrastination or delay in executing planned programmes (Kayode & Ayodele, 2015).

This study was anchored on Pickle Jar theory of effective time management. This theory is based on prioritizing your task list, focusing on the important aspects and then still allowing room for rest and relaxation. Anchored on this study was the scientific management theory propounded by Taylor and Fayol (1917). The theory emphasized effectiveness of time management which lead to better performance of the employees as well as the realization of the organizational goals.

The review of literature reveals various researches in time management for effective administration of academic administrators. Ojokuku and Obasan (2011) study revealed the existence of a positive relationship between adequate time management and organizational effective performance. As such, time management is essential in all human activities and serve as a good tool for the attainment of any organizational objectives irrespective of the volume. Ekpenyong (2015), study concludes that time management abilities of administrators could not guarantee the skill improvement needs of teachers in schools in Calabar. The study of Adebayo in Ekiti State tertiary institutions revealed there was significant relationship between time management and students academic performance. Akinfolarin (2017) study revealed that administrators' manage their time for administrative effectiveness in secondary schools by adopting meeting management strategies. His study concluded among others that principals' do not adopt delegation strategies in managing time for administrative effectiveness in schools.

The problem of this study was the worry by stakeholders in education about the state of administrative effectiveness in tertiary institution. There have been hues and cries about the quality and standard of education in our tertiary institutions nowadays. Evidence abound that administrators in tertiary education sector have been engaging in series of meetings with either the board members or visitors, and these eat deep into the time schedule for other school programme. Often, answering phone calls and reading emails keep employees waiting for directives and actions and sometimes nothing is done for the rest of the day. One begins to wonder if time management abilities could be related or determine administrative effectiveness. The study as a question is: what could be the extent of relationship between time management abilities of academic administrators and their administrative effectiveness in tertiary institutions in Imo State?

The main purpose of this study is to ascertain time management strategy scores of academic administrators, their administrative effectiveness scores and the extent of relationship between the two variables in tertiary institutions in Imo State. Specifically, the study sought to:

1. Ascertain the time management strategies possessed by administrators for effective tertiary institution administration as rated by the lecturers from the institutions.

- Identify the time management strategies possessed by administrators for effective institution administration as rated by male and female lecturers.

The following research questions guided the study:

- What are the time management strategies possessed by administrators for effective institution administration as rated by lecturers from Imo State tertiary institutions?
- What are the time management strategies possessed by administrators for effective institution administration as rated by male and female lecturers?

The following null hypotheses were formulated and were tested at 0.05 level of significance.

*H01:* There is no significant difference between the mean rating scores of lecturers from Imo State tertiary institutions on their administrators' time management strategies for effective institution administration.

*H02:* There is no significant difference between the mean rating scores of male and female lecturers on their administrators' time management strategies for effective institution administration.

## II. METHOD

This study adopted a survey design with a sample of 852 lecturers from the population of 3604 lecturers in the tertiary institutions in Imo State; drawn using purposive random sampling technique to comprise 436 males and 416 females lecturers as respondents. The researcher made use of mean rating scale titled: "Time management strategies by administrators for effective institution administration scale (TMSAEIAS) on four (4) point scale having Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagreed (SD) with weighted scores of 4, 3, 2 and 1 points respectively. The instrument was validated and found reliable with an index of 0.86. In analyzing the data for the study, mean score statistic was used to answer the research questions while an independent z-test statistics was used to test the null hypotheses at a significant level of (0.05).

## III. RESULTS

### *Research Question One*

What are the time management strategies possessed by administrators for effective administration?

Table 1: mean ratings of lecturers from the higher institutions in Imo State on the time management strategies of their administrators for effective administration

S/N	Item Statement	State Institutions			Federal Institutions		
		X	SD	Decision	X	SD	Decision
1	Devote time to administrative work	2.95	.88	Agreed	3.16	.88	Agreed
2	Make out time to oversee and sign the students' results	3.02	.87	Agreed	3.19	.88	Agreed
3	Is able to complete tasks once stated	3.01	.88	Agreed	3.18	.87	Agreed
4	He/she is punctual for daily business/work	2.98		Agreed	3.14	.91	Agreed
5	Attend to visitors	2.96	.88	Agreed	3.19	.88	Agreed
6	Takes time in attending meetings	2.96	.88	Agreed	3.16	.90	Agreed
7	Follow up delegated works	3.01	.88	Agreed	3.18	.87	Agreed
8	Take time and stay in examination hall	2.96	.88	Agreed	3.19	.88	Agreed
9	Ensures that students' orientation Week is consciously carried out	2.10	.96	Disagreed	2.08	.99	Disagreed
10	Encourages lecturers to attend workshops, seminars and conferences.	2.98	.91	Agreed	3.19	.89	Agreed
	Grand Mean	2.89	0.89		3.07	0.89	

Table 1 gave the result of the analysis of lecturers from state and federal institutions on time management strategies of their administrators for effective administration. The result showed that all the items were agreed upon by the lecturers because they had mean scores above the criterion mean of 2.50 except for item 8 which was disagreed on because its mean score is below the criterion mean of 2.50. The result further revealed that the grand mean scores were 2.89 and 3.07 for lecturers from state and federal institutions respectively. This led to the conclusion that the lecturers agreed that their administrators

devote time to administrative work, make out time to oversee students assessment/result before signing, is punctual for daily business, attend to visitors etc.

However, the administrators do not take time to stay in the examination hall.

### *Research Question Two*

What are the time management strategies for effective tertiary institution administration as rated by male and female lecturers?

Table 2: Mean ratings of male and female lecturers on the time management strategies of their administrators for effective institution administration.

S/N	Item Statement	Male N = 436			Female N = 416		
		X	SD	Decision	X	SD	Decision
1.	Devote time to administrative work	3.25	.85	Agreed	3.04	.84	Agreed
2	Make out time to oversee and sign the students' results	3.25	.84	Agreed	3.05	.86	Agreed
3	Is able to complete tasks once stated	3.18	.85	Agreed	3.04	.84	Agreed
4	He/she is punctual for daily business/work	3.27	.83	Agreed	3.05	.84	Agreed
5	Attend to visitors	3.24	.84	Agreed	3.06	.86	Agreed
6	Takes time in attending meetings	3.28	.83	Agreed	3.06	.82	Agreed
7	Follow up delegated works	3.26	.84	Agreed	3.02	.83	Agreed
8	Take time and stay in examination hall	2.05	.90	Disagreed	2.04	.98	Disagreed
9	Ensures that students' orientation week is consciously carried out	3.25	0.84	Agreed	3.05	.82	Agreed
10	Encourages lecturers to attend workshops, seminars and conferences.	3.27	.84	Agreed	3.06	.85	Agreed
	Grand Mean	3.13	0.85		2.84	0.85	

Table 2 above indicates the mean ratings of male and female lecturers on the time management strategies of their administrators for effective school administration. The analysis from the table indicated that item number 8 was disagreed on by both male and female lecturers since its mean score is below the criterion mean of 2.50 while other items were agreed on since their mean scores were above the criterion mean of 2.50. The grand mean scores were 3.13 and 2.94 for male and female lecturers respectively. The conclusion is that for effective administration of academic institutions in Imo State, the administrators devote time to administrative work, make out time to oversee and sign students' results, is able to complete task once stated, is punctual for daily business/work, takes time in attending meetings, follow up delegated works, ensure that students' orientation week is consciously carried out, and encourages lecturers to attend workshops, seminars and conferences. But administrators do not take time and stay in examination hall.

**Hypothesis One**

**HO:** There is no significant difference between the mean ratings of lecturers from state and federal institutions of Imo State on their administrators' time management strategies for effective institution administration.

Table 3: z-test analysis of the significant difference between the mean ratings of lecturers from state and federal institutions of Imo State on their administrators' time management strategies for effective institution administration

Lecturers	N	X	SD	df	z-cal	z-tab	Decision
State institution	378	2.90	0.28				

Federal institution	474	3.07	0.35	850	1.17	1.96	Accept HO
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Table 3 gave the result of the analysis concerning hypothesis one on the significant difference between the mean ratings of lecturers from state and federal institutions in Imo State on their administrators' time management strategies for effective institution administration. The grand mean score and standard deviations of 378 lecturers from state institution are 2.90 and 0.28 while the grand mean score and standard deviations of 474 lecturers from federal institutions are 3.07 and 0.35 respectively. Applying the z-test at 0.05 level of significance, the outcome was z-cal 1.17 while the z-tab was 1.96 at 850 degree of freedom. Hence, the z-test calculated is less than the z-test tabulated, which led to the rejection of the hypothesis and concluding that there is no significant difference between the mean ratings of lecturers from state and federal institutions in Imo State on their administrators' time management strategies for effective administration of the institutions.

**Hypothesis Two**

**HO2:** There is no significant difference between the mean ratings of male and female lecturers on their administrators' time management strategies for effective institutions administration.

Table 4: z-test analysis of the significant difference between the mean ratings of male and female lecturers on their administrators' time management strategies for effective institution administration

Gender	N	X	SD	df	z-cal	z-tab	Decision
Male	436	3.13	0.38				

Female	416	2.95	0.32	850	1.16	1.96	Accept HO
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Table 4 gave the result of the analysis of hypothesis 2 on the significant difference between the mean ratings of male and female lecturers on their administrators' time management strategies for effective institution administration. The grand mean and standard deviations of 436 male lecturers are 3.13 and 0.38 while that of 416 female lecturers grand mean score and standard deviation were 2.95 and 0.32 respectively. The z-test calculation gave z-cal of 1.16 at 0.05 level of significance and 850 degree of freedom. From the table, the z-test calculated is less than the z-test tabulated which led to the rejection of the hypothesis, thus concluding that there is no significant difference between the mean ratings of male and female lecturers on their administrators' time management strategies for effective institution administration.

#### IV. DISCUSSION OF FINDINGS

The study revealed that the lecturers agreed that their administrators devote time to administrative work, make out time to oversee and sign students results, it able to complete tasks, is punctual for daily business, attend to visitors, attend meetings, follow up delegated works, ensures students orientation, encourages lecturers to attend conferences. But the administrators do not take time and stay in the examination hall. The findings established that there is no significant difference between the mean ratings of lecturers from state and federal institution in Imo State, on their administrators' time management strategies for effective school administration. This is in line with HO1 which concludes that there is no significant difference between the state and federal institution lecturers mean ratings on the time management strategies and effectiveness of their administrators' administration. The finding is in congruence with the study of Ojokuku and Obasan (2011) which revealed the existence of a positive relationship between adequate time management and organizational effectiveness as time management is essential in all human activities and serve as a good tool for the attainment of any organizational objective irrespective of the volume.

In consonance with this, Adebayo (2015) also found that there was significant relationship between time management and students effective academic performance. Similarly, Kayode and Ayodele (2015) finding reveal that there was a moderate significant relationship between teachers time management and students' academic performance. The reason for using lecturers in this assessment is because administrators' time management affects lecturers' performance.

The study further reveal that the male and female lecturers agreed that their administrators devote time to administrative work, make out time to oversee and sign students' results, is able to complete task once started, is punctual for daily business follow up, delegated works among others. But the administrators do not take time and stay in an examination

hall. In consonance with this findings, Akomolafe and Oluwatimehin (2013), study established the skillfulness of administrators in allocating time to school administrative activities.

They concluded that leadership today should be skillful in the management of time; giving priorities to core administrative duties, and making adequate planning of time. The findings showed that administrators' time management was adequate and that they spent their time on worthwhile assignments. In contrary to the findings, Ekpenyong (2015) established that the time management strategies of administrators could not guarantee the skill improvement and effectiveness needs of teachers in secondary schools in Calabar, Nigeria.

The empirical review showed that similar studies were carried out in different states, using different levels of education, different statistical techniques and design but none was carried in all the tertiary institutions in Imo State considering time management abilities of academic administrators and their effectiveness. The difference in the studies indicated that other factors like gender, location and bias could affect time management and effectiveness of administrators.

#### V. RECOMMENDATIONS

Based on the findings of the study, the following recommendations are made:

1. The tertiary institution academic administrators should continue to ensure adequate time management since it directly affects institutions' supervision for effective performance of the employees.
2. Tertiary institution academic administrators should not relent in their time management strategies so as to enhance effective personnel management.
3. The administrators should be more conscious of deadlines to avoid pilling up of administrative work.
4. Administrators should make out time to come to examination halls so as to boost the moral of lecturers and students.
5. The administrators should always give priorities to core administrative duties in their time allocation, thus cutting time with visitors, phone calls among others.

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