

ASSESSMENT OF TIME MANAGEMENT ON ADMINISTRATIVE EFFECTIVENESS OF COLLEGES OF EDUCATION IN KOGI STATE, NIGERIA

BY

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Abstract

The study aimed at assessing time management on administrative effectiveness in colleges of education in Kogi state, Nigeria. This study deployed the use of quantitative research approach with survey design to access needed information through administering of questionnaire to the respondents. The targeted population for this study are the staff in Federal College of Education, Okene, Kogi State College of Education (Technical), Kabba, Kogi State College of Education Ankpa, and Al-hikima College of Education, Ankpa making the sum of 2720 staff. The sample selected for the study consist of 15 management staff, 160 academic and 171 non-academic staffs making a total of 346 respondents using stratified random sampling. Researcher-made questionnaire titled "Assessment of Time Management on Administrative Effectiveness in Colleges of Education in Kogi State" (ATMAECEQ) for management staff, academic staff and non-academic staff was used. The data collected were analyzed using the descriptive and inferential statistics which are frequency distribution, percentage point & mean item score were used for determining the distribution of the responses and answering the research questions, while Analysis of Variance was used for testing the hypotheses in this study. The findings showed that time management practice has positive impact on administrative effectiveness in colleges of education in Kogi state. The study recommended that the institutions should create more awareness about effect of time management practice and instill the practices as a mandate to school culture to attain academic goals.

Keywords: Time management, Administrative effectiveness, Instructional delivery and Time table

Introduction

Time management involves planning and consciously controlling the duration of time expended on defined task, mainly to enhance effectiveness, efficiency or productivity (Busari 2012). Time is an important tool for administrative effectiveness. Regardless of the qualities a school administrator and the staff possess, an essential benchmark is their ability to effectively make use of time. An administrator's effectiveness is generally measured by the overall performance of the organization putting time as a yardstick. Time management and school administration are amply associated and required for the entire operation and productivity of educational institution through adequate compliance to meeting as well as effectively delivery of instructional program in the institution. Timetable generally is a vital tool in controlling every activity in an organization. Timetable is very important in the school as schools cannot operate effectively without the use of a timetable as a guide to what is to be done and who is to do it. Timetabling is the "designation of given resources to specific objects being placed in space time, in such way as to satisfy as nearly as possible a set of desirable objectives, subjected to constraints" Vrielink, Jansen, Hans & Hillegersberg (2017). It is a plan of an orderly arranged event showing when they will take place. There are different forms of timetable every school use in running its day-to-day activities. They include school calendar, lecture timetable, test and examination timetable, etc. Timetable is very important as it enhances the smooth running of the school, it minimizes confusion as well as wastage. It enhances proportionate distribution of resources within the school and it fosters discipline among staff and students.

Tertiary institution has inevitably become one of the major hubs upon which the economic wheel of the society thrives in such a dynamic world. It is therefore important to ensure adequate delivery of instructions. Etuk & Umoh (2003) viewed instructional delivery as the knowledge of training methods and their application to impact ideas and skills in such a flexible manner that would not misrepresent the original intent of the teacher for being in the classroom. It is the collaboration among the students, the teacher, the content, and the knowledge/skills/dispositions students will need for learning and communicating with others in a diverse society and rapidly changing world. Instructions must be delivered

using appropriate methods, materials, and environment within the stipulated period of time. Teachers must manage time effectively during instructional delivery by adequately planning the lesson and allotting time to each step using the right instructional material. This will make teaching and learning to be an interesting adventure. Effective administration is powered by adequate time management skills by the administrator. Time management and school administration are amply associated and required for the entire operation and productivity of educational institution.

An administrator's effectiveness is generally measured by the overall performance of the organization putting time as a yardstick. He is said to be effective when the organization achieves what it is meant to achieve at the right time using the available resources. Effective adherence to timetable as well as effective instructional delivery which is measured in the performance of students. There is therefore need to strategically plan, prioritize task, work with other staff by delegating task with proper supervision within the time allocated for the tasks. There must be deliberate decision and discipline to keep off from distractions, less profiting task and procrastination so as to manage time for administrative effectiveness.

Statement of the Problem

Recently, there have been a remarkable attention paid to educational development notably in terms of renovations and establishment of more schools especially tertiary institutions. This is owing to the high and unavoidable demands for education in Nigeria and mass recruitment of workforce into the institution for effective running of the sector. The present state government has been putting much effort in renewing the infrastructures of tertiary institutions in the state as well as some ongoing projects of establishing more tertiary institutions in Kogi state. In spite of this awesome endeavors from the government, the educational system is still bedeviled by some factors which might be attributed to poor management of time in achieving its lofty goals based on observation by researcher. There is inadequacy in compliance to calendar and timetable as academic activities do not commences right from the first week of resumption as well as other activities not carried out within the stipulated time. It was also observed that delivery of instructional programs were supported with adequate resources which include but not limited to adequate classrooms, instructional methods and facilities which eventually affects the outcome of such exercise. All these negatively affective administration in colleges of education in kogi state.

Objectives of the Study

The following objectives were set to be achieved in this study:

1. Assess time management practice on the planning of school timetable in colleges of education in Kogi State.
2. Assess time management practice on the delivery of instructional programmes in colleges of education in Kogi State.

Research Questions

The following are the research questions drawn from the objectives in order to guide the conduct of this study:

2. How does time management practice help the planning of school timetable in colleges of education in Kogi State?
3. How will time management practice improve the delivery of instructional programmes in colleges of education in Kogi State?

Research Hypotheses

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

- H₀₁:** There is no significance difference on the opinions of management staff, academic and non-academic staff on time management practice in planning of school timetable in colleges of education in Kogi State.
- H₀₂:** There is no significance difference in the opinions of management staff, academic and non-academic staff on time management practice and the delivery of instructional programs in colleges of education in Kogi State.

Methodology

The study adopted a descriptive survey research design which sought to collect data from the colleges of education in Kogi state with the population of 40 management staff, 882 academic staff and 1798 non-academic staff; making a total of 2720 with a sample size of 346 using research advisor (2006). The colleges were selected using stratified random sampling technique. The instrument for data collection was structured questionnaire designed by the researcher titled: Assessment of Time Management on Administrative Effectiveness in Colleges of Education Questionnaire (ATMAECEQ) for management staff, academic staff and non-academic staff. The instrument consist of three sections; A- C. Section A sought personal data of the respondents such as name of the institution and rank. Sections B-C were 5-point Likert type scale consisting of 1-10 items each designed to measure the Assessment of Time Management on Administrative Effectiveness in Colleges of Education in Kogi State, Nigeria. The instrument was validated by experts in the department of Educational Foundation and Curriculum. The reliability of the instrument was established using cronbach alpha. Copies of questionnaire were distributed by the researcher assisted by two trained research assistants. The collected data analyzed using mean and standard deviation while the result of the hypotheses were tested using Analysis of Variance (ANOVA).

Research question 1: How does time management practice help the planning of school timetable in colleges of education in Kogi State?

Table 1: Descriptive Analysis of the Participant Responses on the Time Management on School Timetabling

Item Statement	SA		A		U		D		SD		M
	F	%	F	%	F	%	F	%	F	%	
School timetabling takes adequate time in planning for the school	183	52.9	147	42.5	8	2.3	8	2.3	0	0	4.46
School calendar helps in guiding the administration of the school	207	59.8	139	40.2	0	0	0	0	0	0	4.60
School calendar takes effect from the first week of resumption.	140	40.5	147	42.5	17	4.9	36	10.4	6	1.7	4.10
Sufficient classes are available for compliance to lectures and exams timetable	127	36.7	148	42.8	31	9.0	36	10.4	4	1.2	4.03
Timetabling enables rightful allocation of task among staff	158	45.7	170	49.1	3	0.9	11	3.2	4	1.2	4.35
Time allotted for examination helps to keep focus on time management	153	44.2	180	52.0	10	2.9	3	0.9	0	0	4.40
Time allotted for examination can enhance productivity among staff	93	26.9	204	59.0	33	9.5	13	3.8	3	0.9	4.07
There are adequate space and facilities that allow adherence to time tables	91	26.3	167	48.3	33	9.5	51	14.7	4	1.2	3.84
The institution is working strictly with the school calendar	128	37.0	175	50.6	15	4.3	22	6.4	6	1.7	4.15
Examination timetable speed up the completion of course work	112	32.4	173	50.0	22	6.4	31	9.0	8	2.3	4.01
Overall Mean											4.201

Source: Author’s Computation (SPSS. 25 version)

Table 1 presents the results of the descriptive analysis of the responses of the participants in relation to the research question one “How does time management practice help the planning of school timetable in colleges of education in Kogi State?” Item 1-10 sought the opinion of the respondents on whether school timetabling which include the school calendar, examination and lecture timetables are adequately planned

and adhered to in guiding the activities that goes on as well as assisting time management practice. The result shows that majority of the respondents strongly agreed and agreed that timetables are complied with as well as it enhances time management in colleges of education.in kogi state with the overall mean score of the item statement on the table 4.201 is higher than the benchmark (3.0).

Research question 2: How will time management practice improve the delivery of instructional programs in college of education in Kogi State?

Item Statement	SA		A		U		D		SD		M
	F	%	F	%	F	%	F	%	F	%	
Time is needed for effective delivery of instructions	188	54.3	139	40.2	6	1.7	6	1.7	7	2.0	4.43
All courses are covered before examination	65	18.8	154	44.5	45	13.0	68	19.7	14	4.0	3.54
Time management practice will positively influence instructor’s productivity	130	37.6	187	54.0	19	5.5	10	2.0	0	0	4.26
Effective teaching and learning can be achieved through adherence to time schedule	158	45.7	172	49.7	10	2.9	6	1.7	0	0	4.39
Staff are always available for every instructional delivery	48	13.9	181	52.3	56	16.2	61	17.6	0	0	3.62
Involvement of learners during instructional delivery will saves time	109	31.9	190	54.9	25	7.2	13	3.8	9	2.6	4.09
Lectures commence and end at the stipulated in the timetable.	93	26.9	153	44.2	34	9.8	57	16.5	9	2.6	3.76
Instructional methods used help to save time	126	36.4	186	53.8	15	4.3	16	4.6	3	0.9	4.20
There are available facilities that help to save time and energy during instructional delivery.	67	19.4	186	53.8	49	14.2	39	11.3	5	1.4	3.78
Adequate use of teaching and learning facilities enhance effective delivery of instruction	207	59.8	129	37.3	10	2.9	0	0	0	0	4.57
Overall Mean											4.064

Table 2 presents the results of the descriptive analysis of the responses of the participants in relation to the research question two “How will time management practice improve the delivery of instructional programs in colleges of education in Kogi State?” Item 1-10 sought the opinion of the respondents on whether time is properly managed for effective delivery of instructions with adequate resources, facilities and the right method in enhancing time management for administrative effectiveness in colleges of education in kogi state The result shows that majority of the respondents agreed that time is needed for effective delivery of instructions. With the overall mean score of 4.064 which is higher than the benchmark (3.0)

HO1: There is no significance difference in the opinions of management staff, academic and non-academic staff on time management practice in planning of school timetable in colleges of education in Kogi State.

Table 3: Summary of Analysis of Variance (ANOVA) on the Assessment of Time Management Practice in Planning of School Timetable in Colleges of Education in Kogi State

Source of Variation	DF	Sum of Square	Mean Square	F-calculated	P-value
Between Groups	2	534.007	267.003	13.704	0.112
Within Groups	343	6682.991	19.484		
Total	345	7216.997			

Table 3 presents the result of the analysis of variance in comparing the opinion of the respondents based on the effect of time management practices on the planning of school timetable. The results showed that the F-

calculated value is 13.704 somehow large enough while also the probability value is 0.112 greater than the significance level 0.05, which indicates the retaining of the null hypothesis. Hence it can be inferred that there is no significance difference in the opinions of management staff, academic and non-academic staff on time management practice in planning of school timetable in colleges of education in Kogi State.

HO₂: There is no significance difference in the opinions of management staff, academic and non-academic staff on time management practice and the delivery of instructional programs in colleges of education in Kogi State.

Table 4: Summary of Analysis of Variance (ANOVA) on the Assessment of Time Management Practice and the Delivery of Instructional Programs in Colleges of education in Kogi State

Source of Variation	DF	Sum of Square	Mean Square	F-calculated	P-value
Between Groups	2	207.111	103.555	6.020	0.302
Within Groups	343	5900.326	17.202		
Total	345	6107.436			

Table 4 presents the result of the analysis of variance in comparing the opinion of the respondents based on the time management practices on the delivery of instructional programs in colleges. The result depicts the value of the F- statistic as 6.020 and the value of probability as 0.302 in which it is greater than the significance value 0.05. As such, it indicates the retaining of the null hypothesis since there is enough evidence in the data set to support the claim on the population. Hence, it can be inferred that there is no significance difference in the opinions of management staff, academic and non-academic staff on time management practice on the delivery of instructional programs in colleges of education in Kogi State.

Discussion of Findings

The findings one on time management on school timetabling shows the mean score of each item statement on the table is greater than the benchmark (3.0) which shows that majority of the respondents agreed to each statement relating to the time management practices aid on planning of school timetable. More so, the overall mean is 4.201 greater than the benchmark (3.0), hence that implies that time management practices greatly assist in the planning of school timetable more effectively.

The hypothesis results also showed that the F-calculated value is 13.704 somehow large enough while also the probability value is 0.112 greater than the significance level 0.05, which indicates the retention of the null hypothesis as the p-value is greater than the significance value. Hence, that shows that there is enough evidence from the data set collected to support the null hypothesis. The study corroborates the findings of Ogundele and Afolabi (2015) which revealed that time allocation and utilization commitment and lapses have high positive significant relationship with the indicators of the administrative effectiveness. Also, the result is in support of Adebayo and Omojola (2012) findings.

Findings two shows time management practice improve the delivery of instructional programs in colleges of education in Kogi State. The mean score of each item statement on the table is greater than the benchmark (3.0) which shows that majority of the respondents agreed to each statement relating to the time management practices on delivery of instructional programs. More so, the overall mean is 4.064 greater than the benchmark (3.0), hence that implies that time management practices in the schools highly improves the delivery of instructional programs in the colleges. The hypothesis result also showed that the F- statistic as 6.020 and the value of probability as 0.302 in which it is greater than the significance value 0.05. As such, indicates the retention of the null hypothesis since there is enough evidence in the data set to support the claim on the population. Hence, the null hypothesis is retained that there is no significance difference in the opinions of management staff, academic and non-academic staff on time management practice and the delivery of instructional programs in colleges of education in Kogi State. This is in line with Onuka, Onyene & Junaid (2008) who found that effective time management practices can improve the delivery of instructional programs in colleges in Nigerian schools through well-structured and engaging lessons.

Appropriate instructional materials and effective assessment practices. Effective time management resulted in effective teaching and learning process, for teachers to be able to manage their time effectively. This also agrees with the findings of Nasrullah & Khan (2015) that there was a significant and positive relation between time planning, time management and academic performance of the students. This negates the findings of Ngowo (2013) and Zafarullah, et. al. (2016) that time was not properly managed, hence poor and unstable school administration.

Conclusion

On the basis of the findings in this study, it can be concluded that time management practices have positive impact on planning school timetable in colleges of education in Kogi state. Time management has positive impact on delivery of instructional programs in colleges of education in Kogi state.

Recommendations

On the basis of the conclusion made from this study, the following recommendations were made.

1. Colleges of Education should improve on their compliance to the school calendar and other timetables available in the institution.
2. Colleges of Education should create awareness about effect of time management practice in and instill the practices as a mandate to school culture to attain academic goals.
3. Management of schools should re-emphasize the benefit of time management practices to the entire staff of the school to enhance academic performance

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