

Original Article

Influence of Time Management on Administrative Effectiveness in Higher Institutions in Ekiti State, Nigeria

Adebayo, Florence Aduke and Omojola, Immaculata

Ekiti State University, Ado -Ekiti

Email: dukesseyi@yahoo.com

ABSTRACT

The study examined the influence of time management on administrative effectiveness in higher institution in Ekiti-State, Nigeria. Concept of time management and administrative effectiveness, the relationship between planning, procrastination, prioritization, scheduling and administrative effectiveness were discussed. The sample for study was 150 administrator and 300 academics and non academics staff, who rated the administrators. They were selected using simple random and purposive random sampling techniques.

An instrument designated Questionnaire on time management in higher institution in Ekiti- state, Nigeria (for administrators)' (QTM) and 'Questionnaire on administrative effectiveness in higher institution in Ekiti state, Nigeria (for academic and non academic staff) ('QAE) was used. Face and content were used to establish the validity of the instrument. To ascertain the reliability of the instrument, the split half method was used. They were found to be 0.84 and 0.87 for (QTM) and (QAE) respectively. The data collected were analyzed using percentage, mean, standard deviation and Pearson's product moment correlation analysis. The entire hypothesis was tested at 0.05 level of significance.

The findings revealed that there were relationship between time management and administrative effectiveness, level of time management and administrative effectiveness of administrative are moderate. It equally showed that planning, procrastination, prioritization and scheduling were greatly related to administrative effectiveness. However, the study revealed that procrastination has great influence on administrative effectiveness.

Based on the findings of the study, it was recommended that administrators of higher institution like vice chancellors, rectors, provost, registrar, bursars, Liberians, directors of programme, assistant director of programmes and head of departments should be more conscious of deadlines to avoid piling up of administrative work.

INTRODUCTION

Time management is seen as ways that administrators use their time in is effective 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 skills in order to meet school goals. There are differences in the understanding of time between Africans and Western cultures. While time is accumulation of existed events in Africa, the calendar and clocks guide the use of time in Western culture. Since formal education is the product of Westerners, Africans are struggling within their understanding of time and Western education.

Administration is very vital to education and it hardly becomes effective without the variables like planning, prioritization, procrastination, scheduling and time wasting. However, the Administrators need to organize, control and coordinate themselves in order to achieve school goals.

Planning is one of the important tools for administrative effectiveness. It gives direction into what administrators wish to achieve as school goals. It equally involves personnel, materials and machine. If planning is not carefully addressed, it brings about a lack of purpose and commitment on the part of administrators.

Procrastination is delay in executing planned programme. It affects administrative effectiveness in education especially when planned programme like school calendar, lectures and meetings are regularly postponed.

Prioritization is performing a task in the order of importance and urgency. It encourages creating goals for each day through having general "to-do-list". The use of dairies, electronic organizer and calendar can be of great help in making administration easier.

Scheduling which is allocation of time to educational events will protect mix up of programme. The researcher is interested in some observed problems in certain areas in the school system which may owe their causes largely to time management. This is when school administrators do not manage their time properly. They may not come or may delay in coming to work when the schedule office

hours is between 8am and 4pm. Monday to Friday are assigned to work but many a time school administrators may not be available on Fridays because of functions and socials that are not part of the school programme.

There may be a delay in planning a new session’s programme, postponement of important meetings or issues. They may be facing interruptions during official hours like receiving lengthy calls and attending to personal visitors. Task may sometimes not be performed according to level of priority and scheduled events like lecture and examination time table may be altered.

This may have some influences on some areas in a school system especially in the effectiveness of administrators. There is the possibility that when what should be done as a matter of urgency administratively is done at a delayed pace, it will bring the effort of administrators to almost nothing. Based on these problems, the following questions were raised.

1. What is the level of time management of administrators in higher institutions?
2. What is the level of administrative effectiveness of administrators in higher institutions?
3. What are the influences of planning, procrastination, prioritization and scheduling on administrative effectiveness?
4. Is time management related to administrative effectiveness?

Hypothesis

There is no significant relationship between time management and administrative effectiveness in higher institutions Ekiti - State.

RESEARCH METHOD

The design of this research work is descriptive of co- relational type. Correlation research relates existing characteristics of variables in a given sample. The study seeks to determine the degree of relationship between such variables like planning, prioritization, procrastination, scheduling and administrative effectiveness. It will also look at the influence of the variables on time management.

The population consists of all the five higher institutions in Ekiti State. As at the time of this study, there were two hundred and six administrators in the institutions. The administrators had five hundred and ninety five staff working directly with them.

The sample of the study was 450 respondents which comprised 150 administrators and 300 staff that rated the administrators. Stratified random sampling technique was used to select administrators and staff.

The questionnaire titled ‘Questionnaire on Time management (QTM) and ‘Questionnaire on Administrative effectiveness (QAE) was used.

The reliability co-efficient were found to be 0.84 and 0.87 for QTM and QAE respectively.

Three hundred (300) questionnaires for academic and non academic staff were administered and two hundred and sixty five (265) were retrieved and analyzed using descriptive and inferential statistics. Questions 1 and 2 were answered using frequency counts and percentage while questions 3 was answered using multiple regression. Hypotheses 1-5 were tested using Pearson Product Moment Correlation. All the hypotheses were tested at 0.05 level of significance.

Data Analysis

Question 1: What is the level of time management of administrators in higher institutions?

Table1: Level of time management of administrators in higher institutions.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Low	12	10.3	10.3	10.3
Moderate	90	77.6	77.6	87.9
High	14	12.1	12.1	100.0
Total	116	100.0	100.0	

Table 1 shows that time management of administrators in higher institutions is 10.3 low, 77.6 moderate and 12.1 high. It gives the idea that generally, administrators manage their time moderately.

Question 2

What is the level of administrative effectiveness in higher institutions?

Table 2: Level of administrative effectiveness in higher institutions

	Frequency	percent	Valid percent	Cumulative percent
Valid Low	11	9.5	9.5	9.5
Moderate	89	76.7	76.7	86.2
High	16	13.8	13.8	100.0
Total	116	100.0	100.0	

Table 2 shows that administrative effectiveness in higher institutions is 9.5 low, 76.7 moderate and 13.8 high. It gives the idea that generally, administrative effectiveness is moderate in the schools.

Question 3: What are the influence of planning, procrastination, prioritization and scheduling administrative effectiveness?

Table 3: Multiple regression analysis showing the influence of planning, procrastination, and prioritization and scheduling on administrative effectiveness

Model	B	Std. Error	Beta	R	R ²
Constant	0.768	0.471			
Planning x ₁	1.000	0.048	0.164		
Prioritization x ₂	1.013	0.019	0.497	0.998	0.996
Scheduling x ₃	1.014	0.066	0.121		
Procrastinationx ₄	0.904	0.010	0.599		

Dependent variables: Administrative effectiveness.

From the above Table, the regression model is specified as follows:

$$Y = a + b_1x_1 + b_2x_2 + b_3x_3 + b_4x_4$$

$$= .768 + 1.000x_1 + 1.013x_2 + 1.014x_3 + b_4x_4$$

$$\text{Std Error} = (.471) (0.048) (0.019) (0.066) (0.010)$$

Table 3 shows that procrastination has much influence on administrative effectiveness with a beta weight of 0.599 (60%). This is closely followed by Prioritization with a beta weight of 0.497 (48%), planning with a beta weight of 0.164 (16%), while the variable that has the least impact is on administrative effectiveness is scheduling with a beta weight of 0.121 (12%). There is relationship between the variables of time management and administrative effectiveness as represented by a correlation coefficient of 0.998. The coefficient of determination R² was 0.998. It implies that the above variables of time management explain up to 99% variation in administrative effectiveness. The remaining 1% variation was largely due to other variables not specified in the model. The regression model is significant in terms of its overall goodness of fit (F= 6297.905, P<0.05).

Hypothesis: Time management is not related to administrative effectiveness in higher institutions.

Table 4: Pearson correlation of time management and administrative effectiveness in higher institutions

Variable	N	Df	r-cal	r-table
Time management	116	114	0.735	0.195
Administrative effectiveness	116			

p<0.05

Table 4 shows that r-cal is 0.735* and r-table is 0.195. The r-cal is greater than r-table at 0.05 level of significance. Therefore, the null hypothesis is rejected. This implies that there is significant relationship between time management and administrative effectiveness.

DISCUSSION

The study showed that time management of administrators in higher institutions is moderate since it was 10.3 low, 77.6 moderate and 12.1 high. Although it was moderate, there is still room for making it high.

The study also revealed that the level of administrative effectiveness in higher institutions was also moderate since it was 9.5 low, 76.7 moderate and 13.8 high. It can still be increased since life is not stagnant.

The study further showed that procrastination has great influence on administrative effectiveness with a beta weight of 0.599 (60%) in all the variables. This implies that procrastinators are effective administratively, which negates the assertions of Authors like Brezit (1986), Knaus (1986) and Quek (2001) that agree that procrastination is mainly the time management problem and this can affect administrative effectiveness. However, it agrees with the idea of Ferarri (1995) who insists that procrastination is not a problem of time management or planning, that procrastinators are not different in their ability to estimate time and they are more optimistic than others.

It may be due to the following factors: probably, administrators work after office hours, delegate others who are not direct subordinates and the environment may influence their use of time into the jaw of deadline. Judging from afar may not be the best way to assess administrative effectiveness as those who rated the administrators did because they may be biased. Concluding the work in due time really matters.

The study also indicated that prioritization is the next predictor of administrative effectiveness with a beta weight of 0.497 (48%). This implies that if not considered by administrators, it may create difficulties in their administrative work. This is followed by planning with a beta weight of 0.164 (16%), while the least predictor of administrative effectiveness is scheduling with a beta weight of 0.121 (12%). What seems to be responsible for this is that planning and scheduling are closely related.

The study proved that, there was a relationship between planning and administrative effectiveness. This shows that planning is pertinent to administrative effectiveness as proper planning and forecasting of educational activities bring a lot of fulfillment and achievement to the administrators. In view of this, Edem (1987), Hendle and Hindle (1998) describe planning as a way to improve the use of time. Ajayi and Ayodele (2001) observed that "failure to plan gives rise to in- effectiveness, undirected action and waste of resources." The finding equally reflects the minds of Stoner, Freeman and Gulbert (2002), Lay (2005), Fiore (2006) they are of the opinion that planning is highly relevant to administrative effectiveness.

The study revealed that there was significant relationship between procrastination and administrative effectiveness. This implies that administrators must be wary of regular postponement of actions or events that can make their work difficult since this can affect their effectiveness. The result may be due to the fact that some administrators do not meet the deadline in administration because of the feelings that time is always available for their use, not keeping in mind some issues that can suddenly come up. The study supports the contributions of Quek (2001) that procrastination plagues people of all occupations.

The study equally painted the picture that, there is a significant relationship between prioritization and administrative effectiveness. There is an indication that lack of setting regular or daily goals can affect administrative work, keeping in mind that administrators can be performing their duties as they come which may make great achievement unrealistic. The finding is in accordance with the contributions of Morgenstern (2004), Raymond (2008) and Wieggers (2009), as they all agree that placing priority on activities will make work easier and effectiveness.

The study also showed further that there is a significant relationship between scheduling and administrative effectiveness. Ideally, administrators need to allocate time to each work to be performed and to be followed to a large extent. For example, time for meetings, for outside duties and for attending to other activities like paper work. If time is allocated to every event, one can be sure of convenient and successful actions. It also brings about less stress. This finding may take its lead from the fact that some administrators come late to work and perform their duties as they come. The finding is in agreement with the view of Fiore (2006) that maintain that scheduling has a lot of influence on administrative effectiveness.

The study showed that there was relationship between time management and administrative effectiveness. It gives the impression that administrators need the proper use of time before they can be effective in their various assignments. All the activities being performed by administrators are done within the time hence time management cannot be separated from administrative effectiveness. The following authors share this view Achunine and Irondi (1998), Yager (1999) and

Aduke and Omojola

Bulter and Hope (2007) time management to them is managing selves and activities and how managers of an organization spend their time on their job determines to a large extent the productivity level of the organization and its effectiveness and efficient performance, profits and survival of the individuals and the organization as a whole.

CONCLUSION

Based on the findings of this study, the following conclusions are drawn: Time management is vital to the administrator's effectiveness. Therefore, paying more attention to planning, prioritization, scheduling and reducing procrastination would improve the manager's effectiveness and realizing school goals.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations were made: Educational stakeholders, especially those in higher institutions like Vice Chancellors, Rectors, Provosts, Registrars, Bursars and Librarians have to be conscious of time in discharging their duties taking the lead from the fact that the level of administrative effectiveness is moderate, so that it can be high. Since procrastination among all the variables has much influence on administrative effectiveness according to the findings, deadline should be insisted on to avoid piling up of administrative work.

REFERENCES

1. Achunine, R. N & Irondi E. O (1998): (Eds) *Management and administration of secondary education in Nigeria*, Lagos: Totan publishers Limited.
2. Ajayi, I. A & Ayodele J. B (2001). *Introduction to educational, administration and supervision*. Lagos: YPPS.
3. Akomolafe, C .O (2005). *Principal's time management ability in secondary Schools in Nigeria*. Nigerian Journal of Educational Administration and Planning 5, (1) 58
4. Breznitz, S. (1986). *Anticipatory stress and denial*. New York: InternationalUniversity Press.
5. Butler, G. & Hope T. (2007). *Managing your mind, the mental fitness guide*, New York: Oxford University press.
6. Edem, D.A. (1987). *Introduction to educational administration in Nigeria*. Lagos: Spectrum books Limited.
7. Ferrari, J. R (1995). *Procrastination and time avoidance research treatment*. Plenum Publication. USA:
8. Fiore, A. (2006). *The Now Habit: A strategic program for overcoming Procrastination and enjoying guilt-free play*. New York: Penguin group
9. Gerard, M. (2002). *Negative influences of time management*. [www.cskishore. Com/timetips52.asp](http://www.cskishore.com/timetips52.asp)
10. Knaus, W. J (1996). *Procrastination*. New York: Institute for Rational Therapy.
11. Morgenstern, J. (2004). *Time Management from the inside out: the fool system for taking control of your schedule and your life*, (2nd Ed.) New York: Henry Holt Owl Books.
12. Quek, T. (2001). *Procrastination*. C. E. O. Desterity soft ware.
13. Raymond L.B. (2008). *Achieving objectives made easy. Practical goal setting tools and proven time management techniques*. Maarcheeze: Coaching.
14. Wiegers K.E (2009). *Ability grouping in the middle grades: Achievement Influences and alternatives*. New York: Carnegie Adolescent Development.
15. Wiegers, K.E (2010). *Prioritization Soft ware Requirement*, (2nd Ed). Redmond, W.A: Microsoft press.
16. Yager, J. (1999). *Creative time management for the new millennium*. Benin City: Self- improvement publishing.