TIMING THE WORK FOR ENHANCED ADMINISTRATIVE PERFORMANCE IN UNIVERSITIES

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ABSTRACT

This study investigated the various ways of timing the work for enhanced administrative performance in universities. Based on the objectives, two research questions and two hypotheses guided the study. The design used in this study was descriptive survey design. A sample size of 200 administrative staff of the universities was randomly drawn from three federal and two state universities using stratified random sampling technique. The instruments that were used for this study are interview guide and questionnaire titled "Time Management Questionnaire (TMQ)" which was designed and developed by the researchers. The instruments were validated and the reliability test yielded an index of 0.96. In analyzing the data, mean, standard deviation, and rank order scores were used as the statistical tools to answer the research questions, while z-test was used in testing the hypotheses of no significant difference. The findings revealed among others that the extent to which administrators manage time for quality administration of universities include: planning school calendar before the beginning of the session, submitting faculty budget on time, administrative meetings commencing at stipulated date and time, avoiding too much argument during meetings, assigning time to administrative functions for effective work delivery and administrators manage time by setting goals of the institutions on time. Based on the findings, the researchers recommended that school administrators should properly allocate time for administrative and academic activities to ensure that educational activities are carried out sequentially to enhance students' productivity.

INTRODUCTION

Every event that takes place in life involves time utilization and its management. Some activities are usually omitted in educational institutions due to improper time management and planning. Time is very important for the achievement of organizational goal. Every activity carried out in an organization solely depends on time and its management. Time therefore, is an educational resource needed for quality teaching and administration of universities. When applied appropriately, it facilitates effective service delivery. It aids the achievement of educational goals and objectives. However, teaching, learning and administration are functions of time. In this regard, Ebong (2011) defines time as an economic phenomenon that cuts across all disciplines and occurs in every sphere of life.

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Time is an educational resource that is naturally scarce, limited in supply but limitless in demand (Lucas & David, 2008; Adedeji, 2009). This implies that time is constant and should be properly planned and managed in order to achieve educational goals at a given period. Time is a symbol of life, which involves multiple disciplines and it is the most precious resource of mankind, without which every existence is questionable. It symbolizes the most important resource of life that has to be utilized properly/efficiently. Time as an intellectual structure related to space, event or activity, which is measurable (Muhammad, Sami, Ehsan, Khan & Rahim, 2011). Time management philosophy tends to x-ray the importance and appropriate utilization of time as a resource in accomplishing organization objectives and goals (Ugwulashi, 2011). Managing time appropriately leads to achieving existing results easily with limited resources. Consequently, any productive system whether structure, human, technology or financial support requires efficient and effective time management procedure. Improving the quality of school

activities requires cooperative effort of all members with proper time management. This implies that time is a very important administrative tool in carrying out educational duties by the administrators, teachers, students, community and government. A time management plan however, enables effective administrator/staff to identify if he is using his time properly in doing important activities with the highest energy levels in the system.

However, organizations require workers to be present and ready to work at particular times for quality production and enhancements in other to execute their work simultaneously with others, keeping a certain pace or rhythm and to complete their work within certain deadlines (work duration). This helps individuals to perform well at work-place and use time in an effective manner for organizational development. The fact that more people must balance their careers as well as home situation show and explain why time management is such an important issue in educational/institutional administration. Higher educational activities include the academic and non-academic programmes organized by the school management/administrators, students' union and educational agencies both within and outside the school environment, which are geared towards the attainment of educational goals. Asiabaka (2009) notes that educational activities are highly programmed in hours, days, weeks, months and years for production of quality graduates in higher institutions. Academic calendar and time-table give detailed programmes of academic (curricular) activities in an academic session. The educational administrators have to ensure that both learners and all categories of staff make judicious use of time allocated for specific activities (learning, research and community service) because time lost cannot be regained, especially in an educational institution.

University institutions, however, strive to inform students of established principles of knowledge as well as the most recent developments in academic research using time. Instruction takes place in classrooms, lecture halls, laboratories, and other settings through proper management of time. When students enroll in academic courses, professors provide them with a syllabus or outline in which the course takes place with time. The syllabus describes how the course will be taught, which includes a list of the required books and articles students are to read, the schedules and descriptions of course examinations, term papers, and other assignments, as well as explanation of methods used to evaluate or grade student performance propagated with time. Methods of instruction may be lecture, discussion, laboratory practicals, seminar, internship, clinical practice and experience, community service, part-time and sandwich programmes or a combination of these and other forms determined by proper timing and schedule for effective service delivery (Uche & Nwabueze, 2011). However, it appears that the most common challenges faced at university institutions are time placement and management for quality education delivery. Higher educational administrators, which include vice-chancellors, deputy vice-chancellors, deans, heads of departments, directors, faculty officers and lecturers who pilot the time-regulated activities of the schools, often complain of poor time management to perform some of their numerous obligations. Ekundayo (2009) opines that the degree of efficiency and success in teaching and learning in the classroom depends on the adequacy of the planning and use of time as an educational resource. Thus, there is need for administrators to plan their activities with time, in order to

minimize, if not totally eliminate stress and ensure that the aims and objectives of the institutions are accomplished. Effective time management is a highly indispensable skill, because when the techniques for time management are routinely employed, they will in turn reflect in the effectiveness and efficiency of the university administration. In universities, the general roles of administrative staff are school administration, research and service to the society as well as professional development and community improvement (Madumere-Obike, Ukala & Nwabueze, 2015). The extent to which administrative staff are expected to play these roles depends upon how the particular institution defines its mission. For example, some institutions define their primary mission to be instructing undergraduate students. In these institutions, the primary responsibilities for faculty members are to teach courses to students and advise them on their academic programs. Faculty members may also serve as advisers to student organizations and as members of various college committees. Some institutions are also fully involved in teaching and research, which promote students' academic achievement, lecturers' advancement and community development.

Literature Review

Time and Time Management

Time is a very important educational resource; each school activity is guided by time. There are scheduled times for every activity taking place in the school environment. According to Maduagwu and Nwogu (2006), every school activity is allocated some time frames within which the activities are to be accomplished. Within the school, there is time for morning devotion, time for first and last lessons, break time, mid-term break, holidays, etc. (Olawolu & Ahaiwe, 2011). Time is utilized to maintain human resources, facilities, delegate functions or even spend fiscal cash. Okoronkwo (2005) sees time as the most important elemental factor that governs the successes or failures of most undertaking and ventures. Time is a stretch duration in which things happen, and effective time management means how one can manage this stretch duration for individual benefit and productivity. Time for schooling and teaching is one of the most straightforward policy variables designed for improved educational outcomes (Nwabueze & Nwokedi, 2016). The officially mandatory school time and lesson time per subject, usually indicated as "allocated time", is to be seen as a gross measure. This measure can be indicated as "net teaching time". The conceptualization of effective time at school was developed on the basis of John Carroll's model (Carroll in Nwabueze, 2016). In more comprehensive models of teaching effectiveness, like mastery learning and direct teaching, additional variables related to content covered and quality of instruction were added. Subsequent studies between 1980 and 2000 were generally based on three distinct categories of time such as allocated time, time on task and academic learning time (Anderson, 2001; Haertel, Walberg & Weinstein, 1983; Poway, 2002).

Allocated time: Allocated time is the amount of time that is formally specified, further subdivisions as school time and classroom time.

Instructional time: Instructional time is the teaching time and for maintaining order during lesson hours. Academic learning time refers to that portion of engaged time that students spend

working at an appropriate level of difficulty for them and experiencing high levels of success. It excludes engaged time that is spent on tasks that are too easy or too difficult (Anderson, 2001; Bloom, 1976; Fisher, Berliner, Filby, Marliave, Cahen & Dishaw, 1980; Poway, 2002).

Time on task: Time on task is the amount of time that students are actively engaged in learning tasks during lesson hours. According to Poway (2002), time on task refers to portions of time when students are paying attention to learning tasks and attempting to learn. The following instructional conditions are associated with time on task: interactive activities with a teacher, carefully prepared activities and closely monitored seat work, focusing students' thoughts on cognitive strategies and on motivational tasks, immediate feedback, focused questions, praise and reinforcement, listening and thinking, discussion, review, thinking out loud, and drill and practice (Poway, 2002). On the other hand, Olayini (1998) and Akomolafe (2005) argue that in the strict sense, there is nothing to manage in time because the hands of clock continue to move beyond our control but an individual must decide what to do with time and how best to organize his activities within the time frame. All these point to the fact that time itself cannot be changed, but its management requires some techniques, managerial skills and behavioural approaches in order to achieve predetermined institutional and personal objectives.

School Timetable

Educational timetabling is the sub-class of timetabling for which the events take place at educational institutions (Roy, 2002). Examples of events in this sub-class are, tests or examinations at schools (examination timetabling), and lecture timetabling (university course timetabling). Each category has its own characteristics. In examination timetabling, there should be sufficient time between consecutive exams of the same student. At universities, there are often many different curricula, such that there exists conflict-free timetable for every lesson within the given time (Ukala & Nwabueze, 2015). Therefore, those in charge of timetabling (the *planners*) try to make the timetable with the least conflicts. The school timetable helps educational managers to manage their time and make the best use of it. The school timetable shows the subjects to be taught in each class and the time allocated to each subject expected to be taught (Ukala & Nwabueze, 2015). The timetable is a daily guide for the school and must be prepared by the scheduled staff member before classes commence. It also prescribes the time for morning assembly, closing time and time allowed for other extra-curricular activities. In drawing up timetable, special attention should be paid to subjects like English and Mathematics which carry more periods than others (Azu, 2003). In educational institutions, time is managed through effective use of time table, roasters, personal timetable and school calendar. Time table is a specific arrangement of time scheduled according to specific activity. It is used to show the uniqueness of activity in every educational institution. In typical school situation, time is arranged for various activities to be performed, ranging from opening and closing devotion, classroom work, agricultural work, craft, examinations, emergencies, labour, sports, recreation, prep, dining and closure (Ugwulashi, 2011). These are ways of planning school time for effective delivery. Internal school administration can effectively be done with proper planned time for the various activities utilizing the

available resources toward the realization of educational goals (Nwabueze, 2016). This implies that every time used in the school system must be accounted for to improve the quality and standard of education. Education planners make policies and programmes while administrators see that policies made are carried out within specific period for the schools to function effectively.

Theoretical Framework

This chapter anchors on the theories of goal setting and task performance by Lockes and Lathams (1990) and pickle jar theory which is the latest theory of time management developed by Jeremy Wright (2002).

The goal setting and task performance Theory

The goal setting and task performance theory developed by Lockes and Lathams in (1990) as cited in Oluwuo and Nwabueze (2016) state that goals must be specific, measurable and timed. This means that when individuals are given the time necessary to achieve a goal, clear unambiguous measures for the goal and the opportunity to train or learn whatever is required to reach the goal. With these steps, there is overall improvement in institutional and individual performance. This theory is applicable to this study on the basis that, the programmes and activities of every educational institution are time-regulated and rest in the hands of administrators and academic staff for the achievement of educational objectives. A case of multiple task which is very common in university system must be followed and managed with time-table as all tasks cannot happen at the same time. The degree of success in goal attainment at educational institutions depends on how well the time resource is utilized or managed in the process of carrying out school activities. The central purpose of administration in general is the systematic coordination of human and material resources towards the attainment of predetermined objectives of the given institution with respect to time. Hence, having a specific and timed task in itself provides a major source of motivation to actually reach the goal.

Pickle Jar Theory

This pickle jar theory is the latest theory of time management developed by Jeremy Wright after his series of studies in 2002 (Olubor & Osunde, 2007). The pickle jar theory is a time management theory primarily based on the idea that, time is a finite space, like a pickle jar, but one can fill it with things of all different shapes and sizes with respect to time. The pickle jar theory states that activities and responsibilities of people need be balanced using effective time management system (Wright, 2002). Time is approximately allocated for everything and things fit well where they are expected to do so. This theory is predicated on the fact that individuals have many large priorities in lives such as studies, workload, leisure, family responsibilities, sleep and rest, which must be followed with time.

According to the theory, none of these tasks is bad, but what is important is efficient management in the midst of time constraints in order to enhance performance in various areas of life. Pickle jar theory, as it relates to time management for quality teaching and administration of universities, emphasizes the need to identify one's large priorities during the day

(lecture attendance, workload, seminar presentation, proposal presentation, consultation of library materials, family responsibilities and project/thesis/dissertation defence, etc) so as to ensure higher cumulative grade point average, which is an index of academic performance in Nigerian universities (Nwabueze, 2016). Time management is important to everyone. Controlling how much time one spends on various activities and choosing which activities take priority is at the heart of effective time management. Studying time management theory helps one plan, organize and schedule expected tasks in the correct manner, so that they align with what really matters in one's life. Without a clear understanding about time management theory, it is difficult to formulate a strategy and come up with an action plan that will help to manage time effectively. It does not matter if one is trying to enhance professional or work related life or personal routines; what one chooses, adopts and follows depends upon the type of time management theory that appeals most to him or her (Wright, 2002).

Statement of the Problem

Administration of educational institutions is enormous especially these days that everyone seeks to be formally educated. This is more challenging in university institutions because, they run numerous programmes and are involved in many activities/committees. These programmes are regulated by time with timetables and school calendars. However, there are complaints of no time due to numerous tasks to attend to, lack of quality teaching of courses before examination leading to rush to meet up by lecturers and students, and delay in graduation of students as well as result computation for students to go for national youth service. These situations require time management in order to ensure quality administrative activities in university system. It seems time is not properly managed in university institutions in the areas of teaching and administration as it is arranged in time tables, examinations using the right academic calendar, marking and publishing results as stipulated in the school calendar, regularity of academic staff in classrooms, payment of school fees at the right time, admission of students following the school calendar, keeping the academic records of students and graduation of students at the right time. There is need for university institutions to regulate and keep to time in the areas of teaching, learning, administration, research and community service for proper training of students. Based on this, the researchers intend to look into the problems mentioned above, as it concerns the administration of university institutions. This study therefore, investigates the various ways of timing work for enhanced administrative performance in universities with focus on the extent to which administrative staff manage time for quality administration of universities; and techniques needed by administrative staff in managing time for quality administration of universities.

Aim and Objectives of the study

The aim of this study is to investigate the various ways of timing the work for administrative effectiveness in universities. Specifically, the objectives of the study are to:

1. Determine the extent to which administrators manage time for quality administration of universities.
2. Examine the techniques needed by administrators in managing time for quality administration of universities.

Research questions

The following research questions guided this study:

1. To what extent do administrators manage time for quality administration of universities?
2. What are the techniques needed by administrators in managing time for quality administration of universities?

Hypotheses

The following hypotheses were tested at 0.05 significant levels:

1. There is no significant difference between the mean scores of administrators in federal and state universities on the extent to which administrators manage time for quality administration of universities.
2. There is no significant difference between the mean scores of administrators in federal and state universities on the techniques needed by administrators in managing time for quality administration of universities.

MATERIALS AND METHODS

The design used in this study was the descriptive survey design. This is because descriptive survey gives researchers the opportunity to use both quantitative and qualitative data in order to analyse data and characteristics about the population that is being studied; and it involves data collection and life experiences. The population of this study comprised all the ten federal and state universities in South-East, Nigeria with 450 administrators (Deans of Faculties, Heads of Departments and Directors of Institutes) from which a sample of five universities (three federal and two state universities) was drawn from the ten federal and state universities using simple random sampling technique. Based on this sample, sample size of 200 administrative staff was randomly drawn using the stratified random sampling technique, which represented 44.4% of the population. This comprised 140 male administrative staff and 60 female administrative staff (120 administrative staff from federal universities and 80 administrative staff from state universities).

Also, simple random sampling technique was used to draw the sample of 20 administrative staff of the selected universities for an interview guide on the extent they manage time for quality delivery system in universities. This was done using ballot papers to select the required number of respondents for this interview. This involved four administrative staff from each university. The instruments that were used for this study are interview guide and questionnaire titled "Time Management Questionnaire (TMQ)", which were designed and developed by the researchers. The questionnaire comprised of two sections (A and B). Section 'A' contained background information about the respondents, such as sex, status and location. Section 'B' contained questionnaire items designed to generate relevant information based on the variables of the study. The modified four-point Likert scale of strongly agree, agree, disagree and strongly disagree; great extent, moderate extent, low extent and very low extent were adopted to gather the information required for data analysis.

Table 1A. Mean scores and standard deviation of federal and state administrators on the extent to which administrators manage time for quality administration of universities

S/N	The extent administrators manage time for quality administration of universities include:	Fed. Admin N = 120		State Admin N = 80		Mean Set	Rank Order	Decision
		Mean	St.D	Mean	St.D			
1	Administrators plan school calendar before the beginning of the session	3.32	1.21	3.18	1.14	3.25	1st	High extent
2	Submitting faculty budget on time	2.87	0.93	2.91	0.97	2.89	7th	Moderate extent
3	Administrative meetings commencing at stipulated date and time	3.07	1.09	3.03	1.07	3.05	3rd	High extent
4	Forwarding the issues on agenda to members before meeting date for quick deliberation	2.31	0.72	2.27	0.68	2.29	11th	Low extent
5	Avoiding too much argument during meetings	2.89	0.94	2.93	0.98	2.91	6th	Moderate extent
6	Executing decisions reached within the stipulated period/time	2.34	0.73	2.22	0.64	2.28	12th	Low extent
7	Carrying out administrative activities using Computers at the right time	2.11	0.52	1.93	0.47	2.02	14th	Low extent
8	Administrators assigning time to administrative functions for effective work delivery	3.12	1.12	2.96	1.00	3.04	4th	High extent
9	Meetings ending at stated time for school improvement	2.45	0.76	2.31	0.71	2.38	10th	Low extent
10	Administrators manage time by setting goals of the institutions on time	3.16	1.13	3.12	1.12	3.14	2nd	High extent
11	Deciding which events are the most important with the realization that other activities have to be scheduled around them (prioritizing)	2.94	0.99	2.96	1.00	2.95	5th	Moderate extent
12	Making decisions about how much time to allow for certain tasks (time estimation)	2.67	0.85	2.61	0.83	2.64	8th	Moderate extent
13	Adjusting to the unexpected when necessary (problem solving)	2.17	0.54	2.09	0.51	2.13	13th	Low extent
14	Reconsidering goals/priorities on a regular basis (evaluation)	2.05	0.50	1.95	0.48	2.00	15th	Low extent
15	Observing time patterns/trends in staff and students' behavior	2.47	0.81	2.39	0.78	2.43	9th	Low extent
	Aggregate Mean and St.D.	2.66	0.86	2.59	0.83	2.63		Moderate extent

N/B: HE = 3.00-4.00;   ME = 2.50-2.99;   LE = 2.00-2.49; and VLE = 0.00-1.99

The instruments were validated and the reliability was established using test re-test method, and the results calculated using Pearson's Product Moment Correlation, which yielded an index of 0.96. A criterion mean of 2.5 was calculated to access the mean responses from the respondents. In analyzing the data, mean, standard deviation, rank order scores, percentages and bar chart were used as the statistical tools to answer the research questions, while z-test was used in testing the hypotheses of no significant difference.

RESULTS

Research Question one: To what extent do administrators manage time for quality administration of universities?
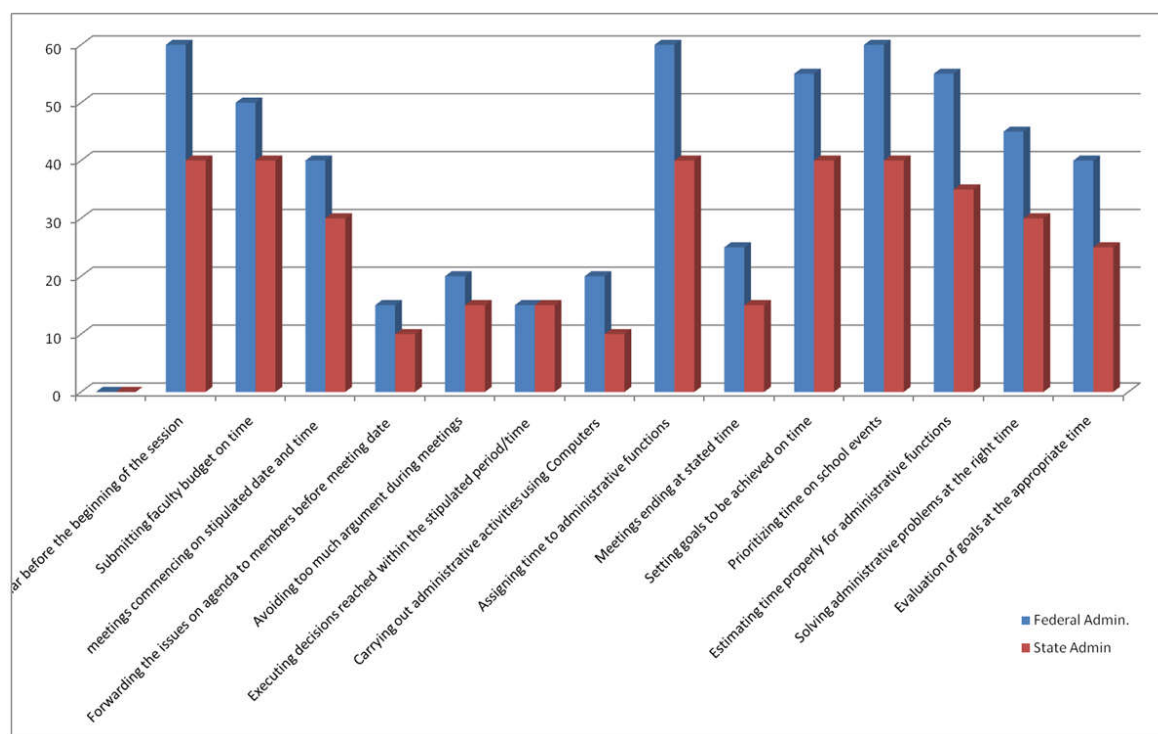
Data on Table 1A presented the mean scores and standard deviation of federal and state administrators on the extent to which administrators manage time for quality administration of universities. Federal and state administrators had high mean scores on items 1,2,3, 5, 8, 10, 11 and 12 in the table, which are greater than the criterion mean of 2.5 following the rank order from 1st to 8th. They low mean scores on items 4, 6, 7, 9, 13, 14 and 15 in the table, which are less than the criterion mean of 2.5 following the rank order from 9th to 15th. The standard deviation of 0.86 for federal administrators and 0.83 for state administrators indicated that there is a relationship between time management among university administrators and the quality of their services in the system. If time is properly managed by administrators in the school system, the quality of service delivery becomes improved. The aggregate mean scores of 2.66 and 2.59 for federal and state administrators respectively showed that proper time management in university institutions will enhance the quality of delivery system to a moderate extent. Therefore, the extent to which administrators manage time for quality administration of universities include: planning school calendar before the beginning of each session; submitting faculty budget on time;

administrative meetings commencing at stipulated date and time; avoiding too much argument during meetings; assigning time to administrative functions for effective work delivery; managing time by setting goals of the institutions on time and deciding which events are the most important with the realization that other activities have to be scheduled around them (prioritizing); making decisions about how much time to allow for certain tasks (time estimation). The findings show that they do not forward issues on agenda to members before meeting date for quick deliberation, execute decisions reached within the stipulated period/time, carry out administrative activities using computers at the right time, meetings do not end at stated time for school improvement, they do not adjust to the unexpected when necessary (problem-solving), they do not reconsider goals/priorities on a regular basis (evaluation), and poor time utilisation patterns/trends in staff and students' behaviour.

The Table 1B presented the percentage distribution of interview held with federal and state administrative staff of universities on the extent to which administrators manage time for quality administration of universities. The data showed that the administrative staff accepted that school calendar is planned before the beginning of the session, submit faculty budget on time, meetings commencing on stipulated date and time, assigning time to administrative functions, setting goals to be achieved on time, prioritizing time on school events, estimating time properly for administrative functions, solving administrative problems at the right time and evaluate goals at the appropriate time. They are of the opinion that administrators do not forward the issues on agenda to members before meeting date, make too much argument during meetings, do not execute decisions reached within the stipulated period/time, do not carry out administrative activities using computers, and do not end meetings at stated time. Federal and state administrators manage time for quality administration of universities to a moderate extent.

Table 1B. Interview Schedule for federal and state administrators on the extent to which administrators manage time for quality administration of universities

S/N	Managing time for quality administration of universities include:	Fed. Administrators N = 12					State Admin N = 8				
		Sample	Yes	%	No	%	Sample	Yes	%	No	%
1	Planning of school calendar before the beginning of the session	12	12	60	-	-	8	8	40	-	-
2	Submitting faculty budget on time	12	10	50	2	10	8	8	40	-	-
3	meetings commencing on stipulated date and time	12	8	40	4	20	8	6	30	2	10
4	Forwarding the issues on agenda to members before meeting date	12	3	15	9	45	8	2	10	6	30
5	Avoiding too much argument during meetings	12	4	20	8	40	8	3	15	5	25
6	Executing decisions reached within the stipulated period/time	12	3	15	9	45	8	3	15	5	25
7	Carrying out administrative activities using Computers	12	4	20	8	40	8	2	10	6	30
8	Assigning time to administrative functions	12	12	60	-	-	8	8	40	-	-
9	Meetings ending at stated time	12	5	25	7	35	8	3	15	5	25
10	Setting goals to be achieved on time	12	11	55	1	5	8	8	40	-	-
11	Prioritizing time on school events	12	12	60	-	-	8	8	40	-	-
12	Estimating time properly for administrative functions	12	11	55	1	5	8	7	35	1	5
13	Solving administrative problems at the right time	12	9	45	3	15	8	6	30	2	10
14	Evaluation of goals at the appropriate time	12	8	40	4	20	8	5	25	3	15

Fig. 1. Bar Chart representation on the percentage distribution of interview held with federal and state administrative staff of universities

Research Question 2: What are the techniques needed by administrators in managing time for quality administration of universities?

Data in Table 2 represented the mean score ratings and standard deviation of federal and state administrators on the techniques needed by administrators in managing time for quality administration of universities. Federal and state administrators agreed on all the items in the Table with high mean scores greater than the criterion mean of 2.5 following the rank order from 1st to 23rd. The standard deviation of 1.14 for federal administrators and 1.11 for state administrators indicated that if proper techniques are employed by administrators in managing time for quality administration of universities, there will be increase in teachers' and students' productivity. The aggregate mean scores of 3.20 and 3.14 for federal and state administrators respectively showed that the administrators agreed on the items in the table as the techniques needed by administrators in managing time for

quality administration of universities. Therefore, the techniques to be employed by administrators in managing time for quality administration of universities include: structuring time appropriately by administrators for effective service delivery, setting goals and priorities at the right time to meet the students' demand, increasing personal efficiency/ effectiveness for proper school administration, scheduling time for activities at the beginning of the semester, scheduling time for holidays/break appropriately, engaging in the mechanics of time management for the growth of the institution, and preparation of timetable for school activities on time. Also, administrators equally need to fix time appropriately for examination and presentation of students results; evaluate every task to be performed, with estimated time for its accomplishment, analyzing how to spend time in educational institutions for effective administrative performance, adopting effective time management to enhance unambiguous administrative objectives, using proper time schedule to ensure

Table 2. Mean scores and standard deviation of federal and state administrators on the techniques needed by administrators in managing time for quality administration of universities

S/N	The techniques needed to be employed by administrators in managing time for quality administration of universities include:	Fed. Admin N = 120		State Admin N = 80		Mean Set	Rank Order	Decision
		Mean	St.D	Mean	St.D			
1	Structuring time appropriately by administrators for effective service delivery	3.09	1.07	3.01	1.01	3.05	17th	Agreed
2	Setting goals/priorities at the right time to meet the students' demand	3.55	1.35	3.47	1.30	3.51	1st	Agreed
3	Increasing personal efficiency/effectiveness for proper school administration	3.17	1.13	3.11	1.10	3.14	13th	Agreed
4	Scheduling time for activities at the beginning of the semester	3.20	1.17	3.26	1.19	3.23	8th	Agreed
5	Scheduling time for holidays/break appropriately	3.04	1.03	3.16	1.13	3.10	16th	Agreed
6	Administrators engaging in the mechanics of time management for the growth of the institution	3.34	1.26	3.22	1.17	3.28	5th	Agreed
7	Fixing time table for school activities on time	3.11	1.10	2.93	0.94	3.02	19th	Agreed
8	Fixing time appropriately for examination/presentation of students results	3.12	1.11	3.14	1.12	3.13	14th	Agreed
9	Evaluating every task to be performed, with estimated time for its accomplishment	3.45	1.29	3.31	1.22	3.38	4th	Agreed
10	Making an analysis of how to spend time in educational institutions for effective administrative performance	3.26	1.18	3.22	1.17	3.24	7th	Agreed
11	Adopting effective time management to enhance unambiguous administrative objectives	3.17	1.13	3.23	1.17	3.20	11th	Agreed
12	Using proper time schedule to ensure that each task is fully accomplished as planned to promote administrative effectiveness	2.87	0.88	2.81	0.93	2.84	23rd	Agreed
13	Avoiding too much procrastination to ensure that time is allocated for other activities appropriately	2.82	0.84	2.94	0.95	2.88	22nd	Agreed
14	Adopting good method of time management to promote equal opportunity for administrators' participation in school decision-making process	3.05	1.04	2.95	0.96	3.00	20th	Agreed
15	Using appropriate tools required for effective administrative activities with time to enhance the growth of an institution	3.26	1.19	3.18	1.16	3.22	9th	Agreed
16	Administrators assigning time to every activity of the school ensures the growth of the institution	3.13	1.11	3.09	1.08	3.11	15th	Agreed
17	Administrators organizing time management training programmes equip the institution for sustainable development	3.58	1.37	3.42	1.28	3.50	2nd	Agreed
18	Administrators avoiding unnecessary interruptions within the work hours promotes school effectiveness	3.22	1.17	3.20	1.16	3.21	10th	Agreed
19	Prioritizing daily tasks in the institutions promotes the quality of service delivery	3.01	1.01	3.05	1.04	3.03	18th	Agreed
20	Making use of ICT by administrators in administrative activities enhances knowledge production	3.58	1.38	3.40	1.27	3.49	3rd	Agreed
21	Keeping to time schedule for administrative functions through self-discipline ensures school development	3.32	1.25	3.18	1.15	3.25	6th	Agreed
22	Making institutional short-term planning helps to promote productivity	2.98	0.98	2.82	0.84	2.90	21st	Agreed
23	Arranging documents properly in the office to avoid loss of important documents	3.22	1.17	3.12	1.11	3.16	12th	Agreed
	Aggregate Mean	3.20	1.14	3.14	1.11	3.17		Agreed

Table 3. Z-test of difference between the mean score ratings of administrators in federal and state universities on the extent to which administrators manage time for quality administration of universities

Institutional Heads	N	Mean	St.D	Df	$z_{calculated}$	$z_{critical}$	Decision
Federal Admin.	120	2.66	0.86	198	0.57	±1.96	Ho1: Accepted
State Admin.	80	2.59	0.83				

Df = Degree of freedom, x = Mean score, St.D = Standard Deviation

that each task is fully accomplished as planned to promote administrative effectiveness, avoiding too much procrastination to ensure that time is allocated for other activities appropriately, adopting good method of time management to promote equal opportunity for administrators' participation in school decision-making process, using appropriate tools required for effective administrative activities on time to enhance the growth of an institution, as well asassigning time to every activity of the school to ensure the growth of the institution. Administrators equally need to be involved in organizing time management training programmes to equip the staff for sustainable development, avoiding unnecessary interruptions within the work hours promotes school effectiveness, prioritizing daily tasks in the institutions promotes the quality of service delivery, making use of ICT by

administrators in administrative activities enhances knowledge production, keeping to time schedule for administrative functions through self-discipline ensures school development, making institutional short-term planning helps to promote productivity, and arranging documents properly in the office to avoid loss of important documents.

Test of Hypotheses

Hypothesis one: There is no significant difference between the mean score ratings of administrators in federal and state universities on the extent to which administrators manage time for quality administration of universities. Data in Table 3 show the z-test analysis of difference between the mean score ratings of administrators in federal and state universities on the extent

Table 4. Z-test of difference between the mean score ratings of administrators in federal and state universities on the techniques needed by administrators in managing time for quality administration of universities

Institutional Heads	N	Mean	St.D	df	$Z_{calculated}$	$Z_{critical}$	Decision
Federal Admin.	120	3.20	1.14	198	0.36	±1.96	Ho3: Accepted
State Admin.	80	3.14	1.11				

to which administrators manage time for quality administration of universities. The result shows that the z-calculated value of 0.57 is less than the z-critical value of ±1.96 at 0.05 alpha significant levels. Hence, the null hypothesis is accepted. Therefore, there is no significant difference between the mean score ratings of administrators in federal and state universities on the extent to which administrators manage time for quality administration of universities.

Hypothesis two: There is no significant difference between the mean score ratings of administrators in federal and state universities on the techniques needed by administrators in managing time for quality administration of universities.

Data in Table 4 show the z-test analysis of difference between the mean score ratings of administrators in federal and state universities on the techniques needed by administrators in managing time for quality administration of universities. The result shows that the z-calculated value of 0.36 is less than the z-critical value of ±1.96 at 0.05 alpha significant levels. Hence, the null hypothesis is accepted. Therefore, there is no significant difference between the mean score ratings of administrators in federal and state universities on the techniques needed by administrators in managing time for quality administration of universities.

DISCUSSION OF FINDINGS

Extent to which administrators manage time for quality administration of universities:

The findings of this study revealed that the extent to which administrators manage time for quality administration of universities in South-East, Nigeria is moderate. This includes: planning school calendar before the beginning of the session, submitting faculty budget on time, commencing administrative meetings at stipulated date and time, avoiding too much argument during meetings, assigning time to administrative functions for effective work delivery, managing time by setting goals of the institutions on time, deciding on which events are the most important with the realization that other activities have to be scheduled around them (prioritizing), and making decisions about how much time to allow for certain tasks (time estimation). The findings also revealed that most often, school administrators do not forward issues on agenda to members before the meeting date for quick deliberation, execute decisions reached within the stipulated period/time, carry out administrative activities using computers at the right time, meetings do not end at stated time for school improvement, noadjustment to unexpected problem when necessary (problem solving), no reconsideration of goals/priorities on a regular basis (evaluation), and poor time management patterns/trends in staff and students' behaviour. Most often, administrators may not submit the school budget in time and some of the decisions reached are not executed within the period stipulated. Equally, the interview schedule held with federal and state administrators presented the same results.

The results of the interview were represented on a bar chart. The findings of this study are in line with the findings of Olaniyi (1998), which stated that the single most important asset an administrative manager or any organisational leader could possess is the skill in managing time for administrative activities. Also, Ekundayo, Konwea and Yusuf (2010) added that managing time effectively is the key to managing individual lecturer's performance; that lecturers in Nigerian universities should set their priorities and schedule time to avoid lopsidedness in the performance of their duties.

The test of hypothesis one showed that there is no significant difference between the mean scores of administrators in federal and state universities on the extent to which administrators manage time for quality administration of universities. They both believe that proper time management would enhance the quality of university delivery system. Oluchukwu (2003) emphasized the use of Personal Time Analysis Charts, which would show the various activities on which the administrators spend their time, apart from the general schedule of activities for realizing the school objectives.

Techniques needed to be employed by administrators in managing time for quality administration of universities

The findings of this study further revealed that the techniques needed by administrators in managing time for quality administration of universities include: structuring time appropriately by administrators for effective service delivery, setting goals/priorities at the right time to meet the students' demand, increasing personal efficiency/effectiveness for proper school administration, scheduling time for activities at the beginning of the semester, scheduling time for holidays/break appropriately, engaging in the mechanics of time management for the growth of the institution, preparation of timetable for school activities on time, fixing time appropriately for examination/presentation of students results, and evaluating every task to be performed with estimated time for its accomplishment. The findings equally showed that techniques needed by administrators include: making an analysis of how to spend time in educational institutions for effective administrative performance and adopting effective time management to enhance unambiguous administrative objectives. The study also revealed that the techniques needed include: using proper time schedule to ensure that each task is fully accomplished as planned to promote administrative effectiveness, avoiding too much procrastination to ensure that time is appropriately allocated for other activities, adopting good method of time management to promote equal opportunity for administrators' participation in school's decision-making process, using tools required for effective administrative activities with time to enhance the growth of an institution, assigning time to every activity of the school ensures the growth of the institution, organizing time management training programmes equip the institution for sustainable development, avoiding unnecessary interruptions within the work hours promotes school effectiveness and

prioritizing daily tasks in the institutions promotes the quality service delivery. There is also the need for appropriate use of ICT by administrators in administrative activities for knowledge production, keeping to time schedule for administrative functions through self-discipline ensures school development, making institutional short-term planning helps to promote productivity, and arranging documents properly in the office to avoid loss of important ones.

In line with the findings, Uche and Nwabueze (2011) revealed that the school administrator is positioned to build leadership capacity within the school to support ongoing improvement in specific time; create a teaching team capable of delivering quality instructions at the appropriate time schedule; and maximizing parent and community involvement in the better ways of managing time for improved productivity. In addition to identifying the techniques adopted by administrators to achieve academic goals, there is need to build capacity for change within the schools and the capacity to sustain improved academic achievement overtime. The test of hypothesis two showed that there is no significant difference between the mean scores of administrators in federal and state universities on the techniques needed by administrators in managing time for quality administration of universities. They agreed on the items in the Table as techniques that need to be employed in school administration for quality service delivery. School improvement and instructional leadership effectiveness include high expectations of students and teachers, an emphasis on instruction, provision of professional development, and use of data to evaluate students' progress with regard to time.

Educational Implications of the Study

The implications of this study are very challenging in that, if time is properly managed and effectively utilized in the administration of university institutions, quality service delivery system would be enhanced. Time management in educational institutions facilitates the symbiotic relationship between the school and society in an efficient and effective use of available school resources. Without this mutual relationship, the realization of educational goals would be difficult, untimely and result in wastage of other resources which endangers the academic progress of the school and that of the students. Hence, the educational success is made easy by the timely extension of relationships and services to and from the wider society. Time management, when adopted by school administrators, helps to improve the standards of educational activities, saves costs, remedies poor situations, leads to the development of a strong sense of value and harmonizes organizational focus. Improving school instructional activities and administration requires time to provide all it takes to sustain a standard institution (administrators, teaching and non-teaching staff, classrooms, libraries, desks, chairs, tables, environment and entire school plant management etc), otherwise it collapses. It also upholds the principle of Just-in-Time approach in managing school processes for quality assurance at various levels of education.

Conclusion

Based on the findings, it has been shown that administrators have to make effective use of time in the administrative activities of an institution to be able to facilitate knowledge, enhance the academic performance of students as well, promote the achievement of institutional goals and objectives.

The important asset an administrative manager or any organisational leader can possess is the skill in allocation and management of time on institutional activities. This will help to enhance the administrative processes of the school and knowledge building among staff and students. If a manager can effectively control and manage time efficiently in school administrative processes, he will be able to devote a balanced attention to interpersonal relations, innovative/creative skills and productivity. Time management skills are very essential for result-oriented people.

Recommendations

From the findings of this study, the following recommendations are made;

1. School administrators should properly allocate time for administrative and academic activities to ensure that educational activities are carried out sequentially to enhance students' productivity.
2. School administrators should properly manage the allocated time through supervision and inspection of all the activities of the school in order to make sure that they are carried out effectively.
3. Government should provide the educational resources needed in schools for proper knowledge building/time management to avoid staff embarking on industrial actions incessantly.
4. School administrators should organize and participate in time management training programmes for adequate and reliable administrative/academic functions to enable graduates to finish their academic activities and graduate at the right time.

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