

Time Management Strategies as Determinants of Lecturers' Job performance in Colleges of Education in Kwara State, Nigeria.

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Abstract

Time is one of the basic resource crucial to academic success and lecturers are expected to prudently utilize it rather than wasting it on tricky events. Thus, the study examined time management strategies as determinant of lecturers' job performance in Colleges of Education in Kwara State, Nigeria. Descriptive research design was adopted for the study. The Jopulation of the study comprised all the 375 lecturers from the three Public Colleges of Education in Kwara State, Nigeria. Proportional sampling technique was used to select 120 lecturers from Colleges of Education, Ilorin, Lafiagi and Oro. Time Management Questionnaire "(TMQ) and Lecturers Job Performance Questionnaire (LJPA)" were used to elicit relevant information from the respondents. Three research hypotheses were postulated and tested using Pearson's product moment correlation statistic at 0.05 level of significance. The instruments were validated by experts with reliability coefficient of 0.73 and 0.84 for TMSQ and JPQ respectively through the use of test re-test method. The findings of the study revealed that there was significant relationship between time management strategies and lecturers' job performance in Colleges of Education in Kwara State, Nigeria. It was recommended among others that lecturers' should ensure prudent management their limited time by attending there classes as and when due for effective job performance in schools. Also, the principles of time management should be adopted by lecturers' to perform their pedagogical tasks with efficacy and credibility. The management of the school should ensure that the institution's time table is strictly followed by all academic staff through proper monitoring and supervision.

Keywords: Time, management, strategies, job, performance, colleges of education.

Introduction

Schools in contemporary era have become so complex that academic staff are overwhelmed with much academic work load and other social engagements which take time. Time is a fundamental resource to academic success which should never be wasted on frivolous activities as the most effective academic staff are those who judiciously make use of their limited allocated time. Nature itself recognizes the importance of time and seasons in human existence for the actualization of expected results. Time cannot be accumulated for future use unlike financial and material resources towards ensuring effectiveness and optimal efficiency if not judiciously spent. Effective time management in the school system determines the success rate of all school related activities. It is expected that lecturers' should set goals that are realistic, achievable, avoid procrastination and make use of time log especially when there is pressure. Colleges of Education in contemporary time have become complex organizations due to differential in productive capacities, earning potentials and increasingly demanding environment. Thus, academic staff of the institutions need to ensure prudent and optimal management of limited available time to actualize the set goal within a specific time limit. One of the fundamental challenges confronting the institutions academic employees is the ability to effectively manage their time in an attempt to accomplish the goals for which the institutions are established. (Ekundayo, Konwea & Yusuf, 2015).

Time management is the process of coordinating, planning, directing and controlling the amount of time devoted to specific activities, programmes or tasks in order to enhance effectiveness and efficiency in an organization (Balduf, 2017). Time management strategies if properly acquired by lecturers' enhance productivity. Lecturers' need to be absorbed with time management techniques through premeditated coordination of human and material resources (Umemetu, 2017). Also, Khodaveisi, Brihar and Ahmad (2017) upheld that lecturers' have been helped to experience less job stress, enhance their techniques of setting realistic and achievable goals and guide them from taking precedence over productivity. It has been observed that lecturers' job performance in Colleges of Education has drastically reduced due to divided loyalty, dedicate more time to other engagements than pedagogical tasks, leave the school premises before the completion of assigned tasks, lateness to the class, unconscious of learners' characteristics and poor lecturers' –student relationship (Umemetu, 2017). The effect of this lackadaisical attitude towards work among lecturers has manifested in the performance of the Colleges of Education products in their various place of teaching.

Also, it appears that some lecturers' in the teachers training institutions enter lecture halls without sufficient preparation which subsequently account for the reason school administrators continue to lament on poor service delivery, ineffective teaching pedagogy as well as unimpressive performance of the students particularly the products of Colleges of Education during internal examination, while on teaching

practice and after graduation from the institutions (Momoh & Ognor, 2014). Evidently, lateness and absenteeism lead reduce productivity, lower morale, worsen stakeholders' displeasure and remained fundamental issues that administrators at all levels has to grapple with. A lot of man hour is lost as a result of lateness to duty and its impact on organization has a multiplier effect. Lateness to duty hinders efficiency on a very large scale, staff struggle to meet deadlines and manager is tensed in a bid to ensure that tasks are completed on schedule. The organization reputation becomes damaged and patronage is discouraged. These issues could be related to the school system as students are most often seen loitering the street or strolling down to school at a time when the first period is underway or over. More often than not, students share largely in the blame for late coming due to poor time management occasioned by domestic chores, engrossed with social media and other sort of computer gadgets which consequently affect students' academic performance (Momoh & Ognor, 2014).

Colleges of Education as institutions charged with the responsibility of training basic school teachers' have specific goals set to achieve within a specified period of time among which are; production of teachers with high personal and professional discipline and uprightness, commitment, proper knowledge, skills and attitudes that would ease the realization of the national goals (Federal Government of Nigeria, 2012). However, certain scenario in the country have put one in the state of uncertainty as to whether these goals are being satisfactorily attained or not. Among other limited resources to be managed by the school administrators (Provosts), time is the most demanding because of its abstract and irreversible nature. Therefore, it is imperative to note that the success of the institutions' heads to a larger extent depends on the effective management of the time towards ensuring training of highly motivated, conscientious and efficient classroom teachers (Adejo, 2016). Convincingly, there are many competing demands in school setting with time to carryout, therefore, academic staff of the institutions need to properly allocate average times for each activity and ensure its achievement. It is against this background that the examined time management strategies as a correlate of lecturers' job performance in Colleges of Education, Kwara State.

Purpose of the Study

The purpose of this study is to

1. examine the relationship between time management strategies and lecturers' job performance in Colleges of Education in Kwara State.
2. find out the relationship between planning and lecturers' job performance in Colleges of Education in Kwara State.
3. investigate the relationship between evaluation and lecturers' job performance in Colleges of Education in Kwara State.

Research Hypotheses

The following research hypotheses were formulated to guide the study:

- H₀:** There is no significance relationship between time management strategies and principals' job performance in Colleges of Education in Kwara State
- H₀₁:** There is no significance relationship between planning and principals' job performance in Colleges of Education in Kwara State
- H₀₂:** There is no significance relationship between evaluation and principals' job performance in Colleges of Education, in Kwara State

Literature Review

Ifediti (2011) asserted that time is a fundamental resource that is often being neglected in literature and that the success of any administration is the ability to prudently manage the available them through the adoption of accurate approaches in the implementation of designated tasks. The principle behind time management is doing the most pressing things first especially when confronting with conflicting tasks. Thus, the need to plan and arrange them in order of their importance and attend to them as such. How time is equitably allocated in attending to these tasks poses a fundamental challenge to time management. Time management is the process of coordinating, planning, directing and controlling the amount of time devoted to specific activities, programmes or tasks in order to enhance effectiveness and efficiency in an organization (Balduf, 2017). Time unlike financial and material resources cannot be accumulated for future use, thus if it is not prudently and optimally utilized, it is wasted. There is need to set and prioritize goals as well as decide how much time to allocate for specific tasks. The cliché that “he who fails to plan, prepare to fail” become realistic in this scenario because when a lecturers plans ahead bearing in mind that time is precious and limited, he is bound to succeed in his endeavor and vice versa (Umemetu, 2017).

Theoretically, the study is premised on scientific management theory which was propounded by Fredrick Taylor. Taylor conceived administration as a way of increasing workers efficiency and productivity and the need for scientific or rational principle for handling people to bring maximum benefit to organization become unavoidable. The principle of scientific management as identified by Fredrick Taylor are: time study, piece rate, separation of planning from performance, scientific method of work, managerial control and functional management principle. The theory reveals that the best way to complete task is to calculate the time required for different components of a task to be accomplished. This will determine how long it should take a person to complete a task when the correct movements are made. This gives room for efficiency and accomplishment of goal. To enhance effectiveness, efficiency and productivity, caution must be exercised on the quantity of time spent on specific activities to ensure that one is working on the right task (Ognor & Momog, 2015).

Extant studies have been conducted on time management techniques in educational institutions. Momoh and Ognor (2014) conducted a study on the relationship between head teachers' time management strategies and administrative

effectiveness in public primary schools in Italy. The findings of the study revealed that school heads spent more time on administrative activities to the detriment of more productive aspects of teaching and learning. Sahito and Vaisanen (2017) conducted a study on the effect of time management on academic staff job satisfaction and motivation in University in Sindh Province, Pakistan. The findings of the study revealed that time management training is positively correlated with lecturers' performance. Also, the study revealed that individuals actively and frequently engage in time management behaviours after attending a training programme.

Sahito, Khawaja, Panhwar and Saeed (2016) carried out a study on teachers' time management and students' academic performance: A comparative study between public and private schools of Hyderabad, Sindh, Pakistan. The results of the study revealed that time management enhance academic performance of the students. Kayode and Ayodele (2015) conducted study on effect teachers' time management on secondary school students' academic performance in Ekiti State, Nigeria. The findings of the study revealed that teachers' time management strategies moderately influence students' academic performance in both public and private secondary schools in Ekiti State, Nigeria. Khan, Farooqi, Khalil and Faisal (2016) investigated the nexus between time management techniques and teachers' job commitment in secondary schools in Sahiwal district in the province of Punjab, Pakistan. The findings of the study revealed that significant relationship exist between teacher's time management techniques and job commitment in secondary schools in Sahiwal district in the province of Punjab, Pakistan.

Comfort and Ekpenyonganwan (2019) investigated the relationship between time management and teachers' job performance in public secondary schools in Calabar education Zone, Cross River. The findings of the study revealed that significant relationship exist between time management and teachers' job performance in public secondary schools in Calabar education Zone, Cross River. A study carried out by Akomolafe (2011) on principals' time management abilities in secondary schools revealed a positive perception by the teachers, and principals' abilities to manage teachers' time. Cleassens and Eindhoven (2019) carried out a review of time management between 1982 and 2004. The findings of the study showed that time management behaviour positively influence teachers job satisfaction and academic performance.

Oloyede (2014) remarked that to realize the value of a life-time, ask a person in the last throes of death, to realize the value of your four years, ask captain/coach whose team does not qualify for the world cup or a politician that has just lost an election, to realize the value of a year, ask a student who has a spill-over or the one that fails WAEC/UTME, to realize the value of one month, ask a woman who has given birth to a premature baby, to appreciate the value of one week, ask the editor of a weekly paper, to realize the value of a day, ask a daily wage earner who has ten mouths to feed, to realize the value of one hour, ask the person that was late for job interview,

to realize the value of one minute, ask a person who has missed a flight to an important destination, to realize the value of one second, ask a person who has luckily avoided a head-on collision with an articulated vehicle or trailer and to realize the value of on millisecond, ask a person who is placed second in an Olympic race.

Methodology

The population of the study comprised all the 375 lecturers from the three Public Colleges of Education in Kwara State, Nigeria. Proportional sampling technique was used to select 65 lecturers from College of Education, Ilorin, 30 lecturers from College of Education (Special) Lafiagi and 25 lecturers from College of Education. Oro thereby bringing the number of respondents to 120. . Time Management Questionnaire “(TMQ) and Lecturers Job Performance Questionnaire (LJPA)” were used to collect relevant information from the respondents. Likert rating scale of Strongly Agree (SA), Agree (A), Strongly Disagree (SD) and Disagree (D) were used to measure the level of responses given on the items. Contents and construct validity of the instruments were ascertained by given copies of the drafted questionnaire to experts in educational administration and educational test and measurement who made necessary adjustments and their corrections were incorporated in the final draft of the questionnaire. Reliability of the instrument was ascertained using test re-etest method of reliability by giving copies of the instruments to some of the respondents that were not previously sampled given reliability coefficient of 0. 73 and 0.84 for TMSQ and JPQ respectively which affirmed that the instruments were reliable for the study. Pearson product moment correlation statistic was used to test the hypotheses formulated at 0.05 level of significance level.

Findings

Ho. There is no significance relationship between time management strategies and lecturers' job performance in Colleges of Education in Kwara State.

Table 1

Correlational Analysis between Time Management Strategies and Lecturers’ Job Performance

Variable	N	Mean	SD	Cal.r-value	p-value	Decision
Time Management Strategies	120	12.22	11.33	.054	.001	H ₀ :rejected
Lecturers’ Job Performance	120	37.21	14.79			

As shown in Table 1 above, the cal r-value of .054 is greater than the p-value of 0.01 at 0.05 level of significance. Thus, the hypothesis which stated that there was significant relationship between time management strategies and principals' job performance in Colleges of Education in Kwara State was rejected. This implies that that there was significant relationship between time management strategies and principals' job performance in Colleges of Education in Kwara State was rejected

Ho₂: There is no significant relationship between planning and principals' job performance in Colleges of Education in Kwara State.

Table 2
Correlational Analysis between Planning and Lecturers' Job Performance

Variable	N	Mean	SD	Cal.r-value	p-value	Decision
Time Management Strategies	120	14.5	4.24	.034	.001	H ₀₁ :rejected
Lecturers' Job Performance	120	32.51	11.86			

As revealed in Table 2 above, the cal r-value of .034 is greater than the p-value of 0.01 at 0.05 level of significance. Therefore, the hypothesis which stated that there was significant relationship between planning and principals' job performance in Colleges of Education in Kwara State was rejected. This implies that that there was significant relationship between planning and principals' job performance in Colleges of Education in Kwara State was rejected.

Hypothesis three: there is no significant relationship between evaluation and lecturers' job performance in in Colleges of Education in Kwara State

Table 3
Correlational Analysis between Evaluation and Lecturers' Job Performance

Variable	N	Mean	SD	Cal.r-value	p-value	Decision
Time Management Strategies	120	17.2	6.41	0.62	.001	H ₀₂ :rejected
Lecturers' Job Performance	120	12.5	9.65			

From Table 3 above, the calculated r -value of .062 is greater than the p -value of 0.01 at 0.05 level of significance. Thus, the hypothesis which stated that there was significant relationship between evaluation and lecturers' job performance in Colleges of Education in Kwara State was rejected. Therefore, there was significant relationship between evaluation and lecturers' job performance in Colleges of Education in Kwara State was rejected.

Discussion of Findings

The finding of the main hypothesis revealed that there was significant relationship between time management strategies and lecturers' job performance in Colleges of Education in Kwara State. This connotes that effective time management of pedagogical tasks by lecturers significantly influence and directly or indirectly affect their job performance in Colleges of Education in Kwara State. The findings corroborates the study of Sahitto and Vaisanen (2017) that effective time management was a conscientious performance of assigned tasks by staff in an organization towards enhancing efficiency and effectiveness for goal achievement. Substantiating the result of this finding Khan, Khalil, Farooq and Faisal (2016) in their studies unanimously agreed that lecturers' time management techniques significantly enhance or retard their classroom performance and productivity. Also, the study conducted by Comfort (2019) revealed that effective time management in the school system dictate the success, progress, productivity, efficacy and performance of academic staff. Therefore, prudent utilization of time is required by lecturers to enable them devote a balance attention to interpersonal relationship as well as productivity.

The finding of the hypothesis two revealed that there was significant relationship between planning and lecturers' job performance in Colleges of Education in Kwara State. This is in line with Akomolafe and Oluwatimehin (2003) who affirmed that time planning helps to avoid conflict among use of resources based on the fact that resources are limited including time. Effective planning of pedagogical tasks by lecturers' through proper allocation and management of time for teaching enhance service delivery, increase productivity and positively improve student academic performance (Ognor & Nwaidiani, 2016). Substantiating this assertion Momoh (2014) in his study revealed that academic staff especially at the tertiary level spent more time on frivolous activities to the detriment of instructional supervision as well as productive aspects of teaching and learning. This is due to lack of effective planning and poor time management. Effective time planning increase lecturers' productivity and consequently assist them to get more work done with less stress, disorganization and frustration thus leading to lecturers' efficacy. The saying that he who fails to plan, prepare to fail is relevant in this scenario because when lecturers plan ahead bearing in mind that is precious. Effective planning and time schedule for working hours by lecturers in teaching and learning process ensure smooth running of the school and increase productivity (Umemetu, 2017).

The finding of the hypothesis three revealed that there was significant relationship between evaluation and lecturers; job's performance in Colleges of Education in Kwara State. This is in line with the study of Rahman (2013) which revealed that when time is planned, organized and implemented, it must also be evaluated to show its efficient use in accomplishing set objective and goals. This helps to find out the workability of planned activities whether they can be accomplished within time allotted for lecturers. The implication of this finding is that lecturers should be worthy of emulation where they are expected to attend their classes on time, conduct class assessment as and when due, supervise and implement duties in strict with time schedule. The result of the finding was equally corroborated by Momor and Ognor (2014) that teachers must evaluate their teaching tasks in order of priorities so that the more vital tasks are implemented before the less importance ones. Modern day schools have become so complex that lecturers are saddled with many responsibilities, thus the need for them to be permeated with management skill of evaluating their tasks towards ensuring that effectiveness and optimal efficiency in school within a specified time limit.

Conclusion

Lecturers' are saddled with the responsibility of academic tasks and other engagements for enhancing their job performance and actualizing educational goals. Thus, they must ensure strict adherence to their timetable for smooth running of the system as well as ensuring that students are closely monitored to comply with stipulated time for activities carried out in the school system. Fundamentally, managing time is not to make school administrators, lecturers and students as slaves to schedules, but to free them from inefficiency and ineffectiveness. It can therefore be concluded that the secret of time management is planning, reducing tasks to smaller, more attainable, hunks and evading all forms of disruptions and intermissions. It is an ancestral to the fact that lecturers' job performance hinges on effective time management and do away procrastination and unnecessary delaying to produce highly motivated, conscientious and effective classroom teachers.

Recommendations

The following recommendations were made based on the findings:

1. Lecturers should ensure prudent management of their limited allotted time for effective service delivery.
2. The principle of time management should be strictly adhere to by lecturers to perform their pedagogical tasks with efficacy and credibility.
3. Concerted efforts should be made by the institution administrators towards ensuring thorough supervision of curricular and extra-curricular tasks in the schools to ensure strict compliance of academic staff with the allotted time.
4. Principals should ensure that they make use of technology time savers and use the most appropriate form of technology to control their time
5. Periodic evaluation of official time being used in the school should be carried out by the secondary schools' principals

6. Seminars, workshops and conferences on time management should be periodically organized for lecturers of Colleges of Education to equip them within proper management techniques.

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