

# TIME MANAGEMENT ABILITIES AND PRACTICES AMONG MANAGERS: A STUDY OF NIGERIAN TERTIARY INSTITUTIONS

Moses ADAGBABIRI

Department of Political Science,  
Delta State University Abraka, Nigeria.  
Email: ugookolie3@gmail.com

## *Abstract*

*Time is perhaps the most valuable resource required for any productive activity. Yet, little is known about how well Nigerian executives use their time. How they manage their time has implications for their personal effectiveness and therefore for the national economy. Using a sample of 373 respondents, this case study of a Nigerian University seeks to determine how academic and senior non-academic staff manage their time, how they rate their time management abilities and the extent to which they apply appropriate strategies and tactics recommended by time management consultants and experts. The results show that an overwhelming majority of our respondents rated themselves as good time managers. Yet, the study reveals that; most of them do not have enough time for themselves, their family activities, study, community affairs and recreation, they are usually not able to complete all the items on their daily activity lists by the end of the day, they are not able to find large blocks of time when they need them, they have not been able to get it done. In other words, their claim to good time management is false. The obvious implication is that there is need for training in time management for all executives covered in this study irrespective of sex, age, experience and profession.*

*Key Words: Time Management, Self-Management, Tertiary Institution*

## **Introduction**

**T**ime is generally acknowledged to be a unique resource, everyone has the same amount of it, it cannot be stored, it can only be spent, it is inelastic and it is needed for every productive endeavor. Yet it seems to be the most poorly managed of all resources. Worse still, virtually everyone has one problem or the other that is traceable to poor time management. Hale (2004a) Suggested this much when she asserted that:

In this day and age, it seems that everyone is so busy, all the time. Whenever you see or talk to someone you haven't spoken to in a while you hear, "I've been so busy."

They are. And so are you... It is a grueling schedule that would leave anyone exhausted.

This assertion is supported by the results of a survey of 600 adults commissioned by Franklin Covey Company in the United State of America. The study found that 78% of the adults surveyed wished they had more time "stop and smell the roses", while 83% said that getting more organized was among their goals. Yet, as many as 81% considered themselves well organized (Miller, 2004).

No evidence has been adduced in Nigeria on whether people believed that they are well organized or otherwise. In fact, not

much is known about how Nigerian managers spend their time. Yet, the answer to these and related questions are important because they will determine whether or not managers will seek help to manage their time better. In addition, how they manage their time has implications for their personal effectiveness and the national economy (Agbonifoh & Okafor, 2006). The purpose of the present investigation is to ascertain the perceived time management abilities and practices of senior personnel in a university setting.

### **Review Of Related Literature**

In reviewing the relevant literature, we examined the concept of time and time management, the characteristics and importance of time as a resource and factors affecting time use. We also reviewed popular tips and strategies as well as empirical studies on the subject.

### **The Concept of Time**

According to Webster's New Encyclopedic Dictionary, time is "the measurable period during which an action, process or condition exists or continues; the point or period when something occurs". It is "a continuous measurable quantity from the past, through the present and into the future" (Procter, 1978). From the first definition, it is clear why time is often measured and referred to and marked in terms of the occurrence of events. This was the case before the invention and popularization of the clock. To date, time is still better appreciated in many primitive societies only with reference to the occurrence of events. In the modern world, time is measured and tracked by means of ubiquitous gadgets and devices

such as clocks, wrist watches, calendars and organizers. It is measured in units of nanoseconds, seconds, minutes, hours, days, weeks, months, quarters years, decades, centuries and millennia.

Time is a universal concept and resource. As a personal and organizational factor or resources, it is unique and truly remarkable in many significant respects. It is present in every culture and available to all individuals and organizations each day in the same amount irrespective of the location, size and status. We may refer to this notion as the concept of equality of access or equi-availability. Everyone who is still alive has the same amount of it, that is 24 hours per day. As Drucker (1967) has observed, time is characterized by inelasticity (you cannot stretch it beyond 24 hours per person per day), priceless (it has a value beyond any price) and irreplaceability (once it is spent, it is gone forever). It is also irreplaceable in the sense that it cannot be stored. Thus, like services it is characterized by simultaneous occurrence (production) and consumption. It is the actual limiting factor in every organization. Finally, it is freely God-given, it is freely available to all individuals although employers pay for the employee's time.

The true significance of time in organizations derives from its characteristics as enumerated above and the fact that it is an input every activity and process. This is amplified, given that there are constant pressures towards unproductive and wasteful time use (Drucker, 1967). Whenever you spend time, you are actually spending your life!

If time is important, it follows that time management doubly important if only

because time management is life management. The way you spend it makes the difference between success and failure in life, at the individual, organizational national levels. It is significant to note that the impact of time management on productivity is so crucial that productivity has been defined as the relationship between results and the time it takes to achieve them (Prokopenko, 1992). This perhaps explains the popularity of time management seminars all over the world. Time management is the process whereby we arrange the activities in our lives so as to achieve personal effectiveness in our jobs and in our lives. It has been suggested that personal time management is "controlling" the use of your most valuable (and undervalued) resource"; it is about to be "effective" (having a definite and desired effect), efficient (productive with minimum waste of time or effort) and effortless (seemingly without effort, natural, easy)" (Blair, 2004). Thus, the goal of time management is personal effectiveness and efficiency in the use of time. The literature on time management focuses on a variety of interrelated issues which can be grouped under the following broad headings;

- i. The benefits of effective time management;
- ii. Factors that affect effectiveness in time management
- iii. Strategies and tactics for enhancing effectiveness in time management;
- iv. Conditions precedent for improving on ones' time management; and
- v. Actual time use by employees and managers at work.

### **Benefits of Effective Time Management**

Good time managers are effective people. They are able to achieve the goals they set for themselves. They would, therefore, be expected to enjoy both the extrinsic and intrinsic rewards associated with goal achievement. Effective time management can also improve self-confidence and self-esteem. For an organization, good time management among employees should lead to higher productivity and better performance, higher job satisfaction and better relationship with superiors, peers and subordinates (Agbonifo & Okafor, 2006).

A second possible benefit associated with good time management is that it eliminates or at worst, reduces the stress associated with poor time management. Akirimayowa (1999) puts it this way (poor) time management is stress inducing if it is not properly handled for example, if a manager is not time conscious, he may not be able to co-ordinate his activities with those of other groups. This could lead to anxiety, inducing feelings of guilt, hopelessness and alienation.

"Procrastination causes stress" (Plenty, 2004) just as poor time management does. In summary, time management "requires little effort yet it promotes efficient work practices by highlighting wastage and it leads to effective use of time by focusing it on your chosen activities. It enables you to take control of your time; how you use it then is up to you" (Blair, 2004).

### **Factors That Affect Effectiveness in Time Management**

A variety of factors interact to have individual and joint effects on each manager's effectiveness in time

management. Chief among these factors are the nature of the job the individual performs the culture of the organization in which he works , his superior's management style and the personality and skills of the job-holder. Some jobs by nature put a lot of pressure on the worker and make it difficult for him/her to manage or control his/her time. Examples are jobs that involve a high degree of interaction with several individuals and groups. With pressure mounting from various interest groups (such as colleagues, community representatives, the press, government representatives, customers, superiors, subordinates and regulatory agencies) it is difficult for the job holder to control his time. Also, generally speaking, it would be seen that the higher the job position in the organizational hierarchy the more difficult it is for the employee to manage his time effectively.

'The impact of organizational culture should be pretty obvious. A strong corporate culture implies that members know generally what is expected of them. This could reduce the need for extensive consultation and clarification of roles thus reducing the pressure and time wastage that could arise from role ambiguity and unclear and conflicting expectations. Also, a corporate culture which encourages careful planning and a higher degree of formality would most likely encourage good time management practices (Agbonifoh & Okafor, 2008).

Another important determinant of effectiveness in time management or leadership style. A superior's management or leadership style. A superior can operate in an unplanned and adhoc manner such that his subordinates cannot engage in any

meaningful time management. An example would be a manager who wastes his subordinates' time with unnecessary, unplanned and lengthy meetings or one who procrastinates or delays his inputs into his subordinates' work and one that wastes his subordinates' time through over-delegation and manager-induced emergencies. An executive's personality and level of competence would have implications for his/her time management effectiveness. For example, some managers are other-directed, unorganized and lack a sense of urgency. Some others are perfectionists who can spend twice the amount of the spent by others in doing the same amount of work without any' significant difference in the quality of their output. This is poor time management arising from one's personality. Poor job knowledge can lead to procrastination, errors, re-works and other forms of poor time management (Agbonifoh & Okafor, 2006). Other determinants are the demands made by his subordinates as well influences of colleagues (Cole, 1996; Adeoti, 1999). Put differently, one's effectiveness as a time manager depends on factors in the manager depends on factors in the manager himself, the job he does and the physical and social environments in which he works (Agbonifoh & Inegbenebor, 1982).

The first set of conditions is what Brain Tracey (Undated) refers to as the four Ds, namely, the Desire, decision, determination and discipline to be an effective time manager. Unless the executive is truly desirous and the desire comes from within and is sustained, it is impossible for him to make any serious efforts at greater effectiveness in time use.

The journey on the road to better utilization of time begins with a decision which signals the desire and commitment to start the journey and to make the required changes in attitudes, behaviors, habits and practices. Determination refers to the ability to stick to the decision and to sustain the commitment. Discipline is the exercise of self-control to ensure that the executive engages in actions which are consistent with the resolution or decision while refraining from actions that are inconsistent with the new direction.

### **How Do Managers Actually Use Their Time?**

In practice, the key challenges that people face in time management are time wasters, perfectionism and procrastination (Adeoti, 1999). How these and other factors play out for each person has implication for actual time use. Various aspects of time use have been investigated. Inegbenebor and Agbonifoh (1985) investigated the extent of personalization of corporate time by employees in both the public and private sectors, that is, the extent to which employees spend company time on non-company (personal) tasks. The results showed that this phenomenon is more serious in the Nigerian public sector than in the private sector. Workers personalized an average of 3.5 hours out of the official 8 hours day in the public sector; the corresponding figure for the private sector was 2.5 hours. A survey of 600 adults commissioned by the Franklin covey company showed that most people have problems managing their time and that 81% of people consider themselves organized, yet 83% say getting more organized is among their goals (Miller, 2004).

Some studies have focused on group time use, especially at meetings. For example, Mankins (2004) conducted a survey of top management team members from 187 companies with market capitalizations of at least \$1 billion worldwide. The purpose was to find out "how these teams invest their collective time..., how much time top managers spend together as a team and when they meet, how they set priorities, how they manage their time and how successful they think they are at reaching important decisions". What the research found was that "they spend too much time discussing issues that have little or no direct impact on company value. Even worse, their meetings often fail to produce both the quality and quantity of decisions required to drive superior performance". Also, in the case of group or collective time use, it is common knowledge that: Meetings consume a large proportion of the average working week. Typically, a manager spends up to half of each week in meetings. Making sure that meetings run smoothly and achieve their purpose is an essential ingredient of time management (Heller and Hindle, 1998).

In the Nigerian National Petroleum Company Limited (NNPC) for which we have consulted managers complained that they spent so much time attending meetings that they had little or no time to implement the decisions reached at such meetings.

### **Strategies and Tactics for Enhancing Effective Time Management**

Strategies and tactics are systematic steps moves or game plans undertaken by individuals or groups to maximize or optimize the benefits derivable from the pattern of time use. A variety of such moves has been proposed in the literature.

While some a. aimed at the ways in which the individual employee or manager uses his or her time. An example of the latter would be the ways in which meeting can be made more effective through the allocation of the available time to the items on the agenda and how such time is utilized.

Some strategies considered to be the key to the optimization to executive time use are periodically taking stock and analyzing current time use; taking steps to discover, control or eliminate those habits, practices and activities that need to be controlled in order to improve on the use of time and seeking to consolidate the available time in order to have them for use in large chunks instead of in small bits (Druker, 1967). Others are examining your mindset regarding time management (believe that you can and desire to be disciplined time users); setting time management goals, objectives and priorities; cultivating the habit of using to do lists to plan each day; eliminating time-wasters and controlling interruptions. Other strategies often advocated are delegation of authority, use of travel time, effective use of the secretary and information technology and managing the time of your subordinates. The overall picture emerging from the literature is the considerable interest in time management and the multiplicity of suggested techniques, strategies and tactics for improving on individual and group time management. But who is listening? Not many people, it seems. The reason is that although most people are poor time managers, they do not seem to realize it and so have neither the desire nor the motivation to do something to improve. It is our belief that if you do not know or believe that you are not a good manager of time you are unlikely to

embark on a time management programme and so would be unlikely to become a better time manager. More empirical work is therefore needed to address this and related questions (Agbonifoh & Okafor, 2006).

### **Method**

The population and the sample: The population of interest in this study is the entire senior staff members of the Delta State University Abraka the sample was, therefore limited to the Delta State University Abraka. At the time of this investigation,. the population of Senior Staff at the University was 1,423 out of which 611 (42.93% were academic while 812 (57.07%) were non-academic senior staff We administered the research instrument on 500 senior members of staff comprising 250 academic and 250 a non-academic staff. However, only 373 of them (that is 75%) completed and returned the questionnaire that was used as the data collection instrument.

In terms of the sampling method, we made efforts to secure the staff list of the University as the requisite sampling frame for simple random sampling. However, it turned out impossible to secure an appropriate and comprehensive list with indication of the status of each staff. In the circumstance we resorted to quota sampling method, whereby the research assistant was asked to visit the offices of academic and non- academic staff and administer the research instrument on an equal number of both categories of staff. The final usable sample consists of 174 academic staff and 179 non-academic staff made up of 283 males and 90 females. The distribution of respondents by age and work experiences is contained in Tables 1 and 2. They both show that the sample

cuts across all age and experience categories of staff. While 87.5% of the respondents were within the 31-60 years age bracket, 70% had work experience of between six and twenty-five years. The Research instrument and measurement of variables: the instrument used for data gathering is a 27-item questionnaire. Question 1-7 sought to collect the bio-data of the respondents while questions 8-27 solicited information

on the time management practices of each respondent. This section consisted of an instrument developed by Douglas and Baker (undated) for gauging or measuring the extent to which executives engage in practices often recommended for enhancing time management effectiveness at work.

### Results of the Study

**Table 1**

**Age Distribution of Respondents**

AGE	FREQUENCY	
	NUMBER	PERCENTAGE
<i>Under 30 years</i>	34	9.1
<i>31 – 40 years</i>	101	27.0
<i>41 – 50 years</i>	148	39.6
<i>51 – 60 years</i>	78	20.9
<i>Over 60 years</i>	12	3.2
<b>TOTAL</b>	373	99.8 *

Note: \*Total did not add up to 100 due to rounding

Source: Author's Fieldwork, 2015.

**Table 2**

**Distribution of Respondents by Number of Years of work Experience**

Number of Years of work Experience	FREQUENCY	
	NUMBER	PERCENTAGE
<i>Under 5 years</i>	88	23.5
<i>6 – 10 years</i>	69	18.5
<i>11 – 15 years</i>	52	13.9
<i>16 – 20 years</i>	56	15.0
<i>21 – 25 years</i>	48	12.8
<i>Over 25 years</i>	24	6.5
<i>No response</i>	36	9.7
<b>TOTAL</b>	373	99.8 *

Note: \*Total did not add up to 100 due to rounding

Source: Author's Fieldwork, 2015

**Table 3**

**My Ability to manage my time**

Response	Weight	FREQUENCY	
		NUMBER OF RESPONDENTS	PERCENTAGE OF RESPONDENTS (%)
Very poor	1	2	0.5
Poor	2	4	1.1
Fair	3	59	15.8
Good	4	205	54.7
Very good	5	100	26.8
No response	0	4	1.1
<b>TOTAL</b>		373	100%

Source: Author's Fieldwork, 2015

**Table 4**  
**Self-reported time management practices of the Respondents**

QUESTION/PRACTICE	Percentage Frequency (Responses)		
	NO (%)	YES (%)	NA (%)
1. Have you recorded your actual time use for at least one week during the past year?	72.7	24.7	2.4
2. Do you write out a weekly time plan which includes objectives, priorities and time estimates?	59.8	38.3	1.9
3. Can you find large blocks of uninterrupted time when you need them?	53.9	42.1	4.0
4. Do you prepare a daily activity list which identifies priorities and time estimates for each item?	43.7	54.7	1.6
5. Do you usually complete all the items on your daily activity list by the end of the day?	65.7	29.5	4.8
6. Do you effectively control interruptions and drop in visitors rather than allow them to control you and your time use?	39.1	57.6	3.2
7. Do you meet all deadlines and finish all your work on time?	45.8	50.4	3.8
8. Are you able to stay current with all of your work on time?	45.0	50.7	4.3
9. Have you stopped taking work home in the evenings or on weekends or staying late at the office to get it done?	67.0	31.4	1.6
10. Do you start things on time without procrastinating putting them off until the last minute?	27.6	68.9	3.5
11. Are your desk and office well-organized and free of clutter?	31.4	65.1	3.5
12. Have you eliminate one time waster within the past week?	37.3	51.5	11.3
13. Do you avoid getting involved in other people's work solving their problems, doing things they can do or should be doing themselves?	47.2	51.2	1.6
14. Have you been able to reduce your paper work or the amount of time it consumes?	45.0	50.4	4.6
15. Do you feel that you have enough time for yourself, for family activities, studies, community affairs and recreations?	61.4	37.5	1.1
Average source for all 373 respondents	49.5%	46.9%	49.5%

Source: Author's Fieldwork, 2015.

**Table 5**  
**Scores of Respondents on a Time Management Rating Test**

Name of correct answers given by Respondents (maximum = 15)	Number of Respondents	Percentage (%)	Cumulative percentage (%)
0	4	1.1	1.1
1	6	1.6	2.7
2	8	2.1	4.8
3	31	8.3	13.1
4	27	7.2	20.4
5	37	9.9	30.3
6	50	13.4	43.7
7	47	12.6	56.3
8	48	12.9	69.2
9	33	8.8	78.0
10	34	9.1	87.1
11	25	6.7	93.8
12	10	2.7	96.5
13	9	2.4	98.9
14	4	1.1	100.0
15	0	0.0	100.0
Average = 7.04 out of 15 (or 46.9%)	373	100%	

Source: Authors' Fieldwork, 2015 using Douglas and Baker's Rating Scale



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**Table 6**  
**Respondents' Overall Effectiveness in Time Management (Based on the Douglas and Bakers Scale)**

Score (out of 15)	Percentage frequency	Interpretation
13 – 15	3.1%	Excellent; your time habits lead to produce result.
10 – 12	18.5 %	Good; but there is much room for improvement
7 – 9	34.3%	Fair; bad habits are preventing you from further progress
Under 7	43.7%	You need all the help you can get

**Table 7**  
**Test of Relationship between Respondents' Sex and time management Ability**

Sex	Frequency	Mean score	Std. Deviation	F	Sig.
Male	283	7.07	2.92	0.157	0.692
Female	90	6.93	3.00	0.157*	

Note: \*Not statistically significant at the 0.05 level

Source: Author's Fieldwork, 2015

**Table 8**  
**Comparison of self-perceived Time Management Effectiveness of Academic and Senior Non-Academic**

Occupational group	Frequency	Mean score	Std. Deviation	F	Sig.
Academic staff	174	4.00	0.83	0.410*	0.522
Non-academic staff	179	4.06	0.83		
<b>Total</b>	373	4.03	0.83		

Note: \* Not statistically at the 0.05 level

Source: Author's Fieldwork, 2015

### Discussion Of Results

Respondents' perceptions of Abilities to manage their own time: A manager's own perception of his ability or in ability to manage his own time is crucial in the journey of effective self and time management. A poor time manager who believes that he is a good time manager is unlikely to take steps to improve on his time management skills and habits. Not only would he ignore tips and strategies for improvement but would, in fact, persist in

his unproductive habits and time mismanagement practices.

Against this background, we asked respondents to assess their own ability to manage their time. The question posed was: "How would you describe your ability to manage your time?" The responses are shown in Table 3. Approximately, 82% of the respondents rated themselves as either "good" or "very good" on this score. Sixteen percent considered themselves to be fair in their time management. Thus,

only a negligible few (less than two persons out of every one hundred respondents) admitted being “poor” or “very poor” time managers. Furthermore, table 4 reveals that:

- i. Over 61% of the respondents felt that they did not have enough time for themselves, their family activities study, community affairs and recreation (see item 15 of the table).
- ii. 54% of the 373 respondents said that they were not able to find large blocks to time when they needed them (item 3).
- iii. About 66% of those interviewed said that they were usually not able to complete all the items on their daily activities lists by the end of the day (item 5); and
- iv. 67% of the officers reported that they had not been able to stop taking work home in the evenings or on weekends and that they still stayed late at the office to get it done (item 9).

Not only do these results indicate that the managers interviewed had time management problems at work, they also suggested a conflict between these reports and their earlier reported claim that they are good or very good managers of their time.

The conflicting results suggested the need to probe further to ascertain the true.

Ability of respondents in time management and therefore, the extent to which they need or do not need help to become better time managers. Practice evidence of time management problems.

We attempt to probe into whether or not the respondents experienced time management problems; that is, whether they engage in practices and habits which portray them as good or poor time managers. We used a 15-item scale developed by time management experts

(Douglas and Baker). The scale required each respondent to answer “no” or “yes” to the statement in Table 4. Each time the respondents answers “no” to a statement in the instrument, he is adjudged as being in need of help in his time management, either on account of a direct confession that we still engages in habits that epitomize poor time management or because he has acknowledged inability to achieve certain desirable outcomes that are associated with effective time management.

Table 5 shows the number of correct answers that the respondents scored. First, the average score of all respondents out of a maximum of 15 is 7.04 or 46.9%. Also, as many as 56.3% of the respondents scored 7 or less out of the possible maximum score of 15 (see the cumulative score for a score of from zero to seven). Only 13% of the respondents scored more than 10 points out of 15. All others scored 10 points or less.

According to the designers of the scale, the overall performance of e respondent should be interpreted as shown in Table 6. Using the standards proposed by Douglas and Baker, we may conclude that:

Only 3.1% of the respondents are “excellent” time managers while 18.5% “good” at time management; and

As many as 78% of the respondents are NOT good time managers.

Respondents' time management practices and results of such practices: Do the respondents practices what consultants and textbooks teach about the strategies and tactics to adopt in order to be effective time managers? In search for the answer to this question, we asked the respondents to indicate whether or not they practiced some specific technique often suggested in the literature.

Table 4 shows the results. It indicates that: 72.7% of the officers interviewed had not recorded their actual time use for at least on week during the past year (item 1). 59.8% do not write out weekly time plans which include objectives, priorities and estimates (item2); 43.7% do not prepare a daily activity list which identifies priorities and time estimates for each item (item 4). 48.6% (37.3% plus 11.3%) of the respondents had not eliminated one time waster within the previous one week (item 12); and 47.2% of the respondents still get involved in other people's work, solving their problems, doing things that others can do and should be doing themselves (item 13). With regards to time management - related results, table 4 shows that many respondents are still unable to find large chunks of time when they needed it (53.9%) , are not able to complete activities on their daily activity lists each day (65.7%) are unable to meet all deadlines (45.8%), are unable to control interruptions (39.1%); are not able- to stay current with all their readings (45.0%).

#### **Relationships between time management ability and selected variables**

**i. Sex and time management ability:** Our sample consisted of 283 males (representing approximately 76%) and 90 females (approximately 24% of the sample). Again, we first investigated the relationship between the sex of the respondents and their self-perceived ability at time management. It will be recalled that respondents perceived time management ability was measured on a five- point scale such that the higher the

score, the higher the perceived ability. The results show that the mean scores were 4.06 for males and 3.94 for females but the difference was not statistically significant at the 0.05 level, based on the one-way ANOVA test.

Based on the respondents' score on Douglas and Baker's rating scale, which measures the ability to manage one's own time on a 15 point scale, the mean scores of the respondents were 7.07 for males and 6.93 for females. Again, using the one-way ANOVA test, the difference between the sexes is not statistically significant at the 0.05 level (see table 7).

**ii. Age and time management Ability:** The age distribution of the sample is shown in Table 1. The Pearson correlation coefficient was employed in the investigation of the relationship between respondents' ages and perceived time management ability. The computer application packaged utilized for the data analysis is the statistical package for the social science (SPSS). The correlation coefficient of 0.117 is, statistically significant at the 0.05 level (two-tailed). We therefore must reject the null hypothesis. Since the coefficient is positive, we may conclude that the older the respondent the higher his perception of himself as a good time manager.

However, based on the more objective scale developed by Douglas and Baker, the corresponding correlation coefficient of 0.055 is not significant at the 0.05 level. This result shows that neither of the sexes is better at time management as far as this sample is concerned.

**iii. Work Experience and Ability to Manage One's Time:** The alternative hypothesis tested here is that more experienced officials are more definite and are better time managers. In this regard,

the Pearson correlation coefficient is 0.129 which, although apparently low is statistically significant at the 0.05 level. It may, therefore, be concluded that there is a difference between more experienced officers and the less experienced ones in terms of their self-perception of their ability to manage their own confident he is about he is about his ability to manage his time.

Relating the respondents' scores on the Douglas and Baker's rating scale to their years of work experience, the Pearson correlation coefficient is 0.001, which is obviously quite low, suggested the absence of a relationship. Not surprising, the coefficient is not significant at the 0.05 level of statistical significance. It may, therefore, be concluded that there is no difference between more experienced officer and the less experienced one's in terms of their ability to manage their own time

**iv. Comparison of Academic and Non-Academic Staff:** Using the respondents' subjective self-assessment of their time management effectiveness, the results reported in Table 8 show that both academic and non-academic staff rated themselves equally since at the 0.05 level, there is statistically differently rating between the two occupational groups (see Table8). In terms of the more objective measure of time management effectiveness based on Douglas and Baker rating scale, there is also no statistically significant difference between academic and non-academic staff at the 0.05 level as indicated in Table 8.

In terms of the more objective measure of time management effectiveness based on the Douglas and Baker rating scale, there is also no statistically significant difference between academic and non-academic

staff at the 0.05 level as indicated in Table 8.

### Summary of Findings

An overwhelming majority of our respondents rated themselves as either "good". or "very good" time managers. Yet, most of them agreed that they did not have enough time for themselves, their family activities, study, community affairs and recreation; th4 they were not able to find large blocks of time when they needed them; that they weq usually not able to complete all the items on their daily activity lists by the end of the day; that they had not been able to stop taking work home in the evening or on weekends and that they still stayed late at the office to get work done.

Based on a 15-item test developed by Douglas and Baker, found that only 3.1% of the respondents are excellent time managers while as many 78% are not good time managers. We also found that an overwhelming majority of the respondents do not practice the strategies, tactics and techniques which time management consultants and textbooks teach about time management. Specifically, they do not track their actual time use; nor do they write out their weekly time plans and daily activities lists; they had not eliminated one time waster within the previous one week; and they still got involved unnecessarily in other peoples work. Consequently, most of the respondents were still unable to find large chunks of time when they needed them; are not able to meet all deadlines and control interruptions and are not able to stay current with all their reading.

The results showed no statistically significant difference between the sexes in time management. However, the older the

respondent is the higher his perception of himself as a good time manager. Also, the more experienced the officer is, the more confident the officer felt about his or her ability to manage his or her time. Academic and non-academic staff were equally self-assured about their time management abilities.

It is noteworthy that in spite of their poor time management skills and results, most of the respondents claimed that they are good or very good time managers. One possible reason for this is that they are really not aware that they have poor time management skills because they have never bothered either to find out how they actually spend their time or objectively assessed themselves on this score. Whichever is the case, they did not bother to put available time management tips into practice. This must be recognized as a vicious circle; because they do not know they are poor time managers, they take no action to improve and so remain poor time managers.

It is surprising that women are not better time manager in view of the fact that they are generally perceived to be more careful and organized than men. Likewise, non-academic staff ought to be better at time management than academics by virtue of their training and experience. In addition, non-academic staff deals with fewer people at work than academics who have to attend to numerous students every day.

### Conclusion

With increasing pressure on managers and the need to keep abreast of developments in a globalizing world of fast paced technology, managers must continuously acquire and update their adaptive skills. They must learn to work faster and smarter, set priorities delegate, prune

time wasters, plan their time and have a knowledge database that can speed up their work and improve their effectiveness and efficiency in an increasing competitive world. Improved time management is one of the necessary steps in this direction.

### Recommendations

What this study indicates is the need for training in time management for all staff irrespective of sex, age, experience and profession. It should be noted here that the university authority is rather lukewarm about staff training and human capital development generally. Yet it has experts who are consultants to organizations in various areas of training and staff development.

As a first step in dealing with the observed inefficiencies, the university authorities should encourage all senior staff to maintain and analyze time log sheets for themselves periodically until they are satisfied with the results. Based on the analysis of the log sheets, each staff member should be encouraged and assisted to embark on measures for improvement. In addition, management should organize time management workshops in batches for all senior staff.

Since our study was restricted to one university, there is need for the study to be replicated in other tertiary educational institutions throughout the country order to enhance the combined external validity of the results.

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