

# Time Management Practices among the Staff of Peki College of Education

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**Abstract** – This study examined the staff’s awareness of time management strategies and its practices in Peki College of Education. Descriptive survey design technique was adapted for the study. Purposive sampling technique was used to select the sample for the study. A total of sixty (60) academic and non-academic staff members formed the sample size. A self-designed survey questionnaire was used to collect data from the respondents manually. The overall reliability alpha ( $\alpha$ ) value of 0.85 was obtained. The results revealed that approximately 55% of the staff are not aware of the existence of effective time management strategies in the College. About 14.8%, 47.8% and 35.6% of the respondents rated time management practices in the College as excellent, satisfactory and unsatisfactory respectively based on the variables tested. About 75% of the respondents’ responses indicated the need for further orientation on time management issues. The study therefore recommends time management policy development for effective time management practices and periodic seminars/sensitization workshops on effective time management practices in the College.

**Keywords** – time management, staff, Peki College of Education, academic, non-academic

## I. INTRODUCTION

Time is an extremely valuable asset and keeps on passing by without returning. Time is one of the most valuable commodities in one’s life. Time spent on our day-to-day activities is a great determinant of our success. No doubt that Macan, Shahani, Dipboye and Phillips (2000) postulated that, the key to achieving success in life is to efficiently handle this resource (time) that everyone equally owns and prepares with adequate focus. Successful and productive work, which is only possible by time management, is the path to success in social life. As indicated by Cyril, “the only thing that man cannot change is time. He cannot halt the time, neither can he slow it down nor can he speed it up, regardless of the position he occupies” (2015, p. 38). Time is irrecoverable, complex and limited. Irrecoverable since every minute wasted is permanently lost, and dynamic (complex and limited) because it’s never static and it continues to move (Ali & Baba, 2015).

According to Razali, Rusiman, Gan and Arbin (2018), the concept of time management comes from Frederick Winslow. The authors proceeded by saying “the term *time management* became familiar in the 1950’s and 1960’s as a tool to help

managers make better use of the available time” (p. 1). Time has been described as an important factor in the achievement of many, if not all, of the goals that people have set in their businesses (Hicks & Gulletts, 1981). The authors again suggested that the success of a particular workforce is measured by how well the aims of the organization are accomplished (Hicks & Gulletts 1981). Management of time is therefore of much importance in an individual’s life.

There have been varying definitions of time management by the various authors in studies. Lay and Schouwenburg (1993), referred to time management as bunches of behavioural abilities that are important in study and institutions. Drucker (1982) relates time as “a novel asset that cannot be leased, employed, purchased or even obtained”. Further, he indicated that time has no peripheral bend of utility. It’s totally transient and can’t be put away and it has no substitution. Burrus, Jackson, Holtzman, Roberts, and Mandigo (2013) opine that, time management involves determining one’s needs, setting priorities to meet the needs, and prioritizing and organizing to achieve set objectives. Al-Mubarak and Al-Rashidi (2016) referred to time management as the optimal use of time and money available in a manner that contributes to the fulfilment of the priorities, and there will be little dedication, review, preparation and follow- up to allow better use of time in the future.

Time management is of great importance in our daily endeavours. The recognition of the essence of time determines its effective use and management. Table 1 presents some important attributes of time and its management as viewed by some authors.

Authors	Importance
Abdul, (2014) and Abu Sheikha, (2009)	<ol style="list-style-type: none"> <li>1. The fast-paced time is at the same speed and pace and the recovery is impossible.</li> <li>2. Time is a rare resource that cannot be assembled or compensated.</li> <li>3. Time cannot be stored, neither can it be replaced nor can it be borrowed or multiplied.</li> <li>4. Time is a specific resource equally owned by all people so they have to manage it better.</li> <li>5. Time must be better exploited.</li> </ol>

Ghonaim, 2010	<ol style="list-style-type: none"> <li>1. Time utilization helps to achieve the organization's long and medium-term goals.</li> <li>2. The exploitation of time leads to the building and development of civilization.</li> <li>3. Advance planning leads to time management.</li> </ol>
Al-Fadelah, 2008	<ol style="list-style-type: none"> <li>1. Time means life and money so we must improve its management.</li> <li>2. Time cannot be created so we should maintain and utilize what is available.</li> <li>3. Time is wasteful and wasteful but also maximizable.</li> <li>4. Time is inflexible and cannot be returned but it can be ruled by judgment.</li> </ol>

Source: Amal Al Hila, Mazen Al Shobaki, Samy Abu Naser and Youssef Abu Amuna (2017).

Ladders (2004) cited by Daniel and Santeli (2020) indicated that as advantages: time management helps to take control in many areas of our lives, it increases productivity, it helps put one in an organized manner, it also helps one to utilize time effectively and it as well helps gain time for relaxation.

It is irrefutable that effective time management in the life of individuals and institutions is very paramount in aiding progress in life. However, it takes strategies and strong preparation habits to handle time or to make productive use of time. Covey (2007) cited by Daniel and Santeli (2020) believes that effective time management ought to be guided by principles. He therefore outlined two intertwining principles of effective time management as the principles of standard adequacy and the principles of analysis. In his view, the effective time management greatly relies upon the standard of adequacy. Daniel and Santeli (2020, p.75) relate to this as “the things that matter least must be at the mercy of the things that matter most.” In managing time effectively, one needs to draw a scale of preference since there is not enough time at our disposal to do all activities as per our wish. Daniel and Santeli (2020) used the principles of prosperity to explain Covey’s theory of analysis. This they explained, it is necessary for one to evaluate time spent on activities and adjust on it. Kelly (2002) opined that one must be able to anticipate how much time is needed for the operation to be carried out in order to use time efficiently. According to Shirley (2008), if goals have been set and all future works are prioritized based on how they push the person or company towards achieving the goals, successful time management can be accomplished.

Despite the values of time management, relatively insignificant research studies have concentrated on time management practices in the Colleges of Education workforce in Ghana. This study is basically carried out on the staff of Peki College of

Education, comprising academic and non-academic, with the purpose of examining the levels of effective time management practices among them. Given that time management is not about doing more tasks in a day, the most important thing is about getting the work done. It is the ultimate responsibility of

individuals and organisations to consider effective time management practices in executing their mandatory responsibilities. The authors of this study believe that identifying the perceptions and practices of time management of the staff will go a long way to inform the College Management on how to handle time management issues.

#### A. Purpose of the Study

This study seeks to examine the staff’s awareness of time management and its practices in Peki College of Education.

#### B. Objectives

The specific objectives of the study envisage:

1. Examining the existence of time management strategies in Peki College of Education.
2. Exploring time management practices by the staff of the College.
3. Examining the levels of attainment in time management practices at work place by the staff of the College.

#### C. Research Questions

The study is guided by the following research questions.

1. Are the staffs aware of effective time management strategies’ existence in the College?
2. What common time management practices are practiced by the staff in the College?
3. What are the staff’s levels of attainment in time management practices?

## II. RESEARCH DESIGN AND METHODOLOGY

The purpose of this study was to examine the staff’s awareness of time management and its practices in Peki College of Education. The descriptive survey design technique was adapted for this study. The sample size of the study was made up of sixty (60) academic and non-academic staff members. Purposive sampling technique was used to select the sample for the study.

## III. DATA COLLECTION AND ANALYSIS

Closed ended self-designed survey questionnaire was developed for the collection of data. The questionnaire was developed to address the research questions formulated. According to Johnson and Christensen, (2014, p.192), “survey allows researchers to obtain information about thoughts, feelings, attitudes, beliefs, values, perceptions, personality and behavioural intentions of research participants.” The questionnaire was structured as: Background information, (gender, staff category and the years of service in the College), staff’s time management practices awareness, time management practices practised, and time management practices attainment by the staff. The questionnaire was

distributed in hardcopy form among sixty (60) participants and were all retrieved within two working days.

Descriptive statistics data analysis was made using mainly the Microsoft Excel programme and the Jamovi Statistical Data Analysis (JSDA) tool. The internal consistency reliability tests of items were measured using the Cronbach’s Alpha ( $\alpha$ ) reliability analysis. A reliability test yields coherent outcomes when it is being tested recurrently (Miller, 2006). According to Fraenkel and Wallen (1996) cited by Attigah, Tsitsia, Kabbah (2020), indicated that reliability item is satisfactory if  $\alpha$  value is within 0.70 - 0.99. Also Kubiszyn and Borich (2000) revealed that  $\alpha$  value within 0.80 - 0.90 is considered acceptable. Ghazali (2008), on the other hand, is of the view that  $\alpha$  value of 0.60 is also considered acceptable. This study had  $\alpha$  value of 0.54, 0.82 and 0.97 on the three constructs. The overall  $\alpha$  value on the three constructs was 0.86 and this reveals strong reliability of the items tested.

#### IV. PRESENTATION AND DISCUSSION OF FINDINGS

##### C. Results

The background information was gathered on the gender (sex types), staff category and the duration of service in the College. The background information presented on the figures showed 17 and 83 percentages of female and male, 38 and 62 percentages of academic and non-academic staff’s representations in figures 1 and 2 respectively. With regard to the duration of service of staff: 13, 25 and 22 of the respondents served between 1-5, 6-10 and 11 and above years respectively in the College as evident in figure 3.

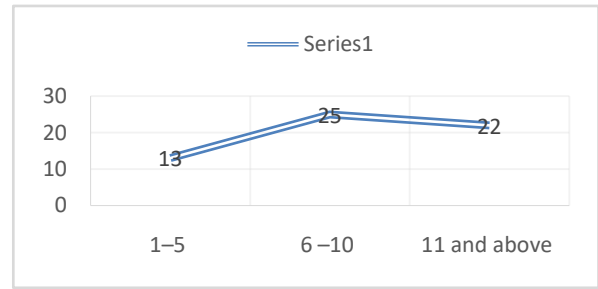


Fig. 3 Duration of service (years) of Staff

The table 2 presents the results of the respondents’ awareness of the existence of effective time management strategies in the College. Out of the six variables tested, two of them “I have ever heard about time management” and “I understand what time management is about” had 63.3 and 65.0 percentages affirming the statements. The remaining four variables “management of the College holds seminars/sensitization workshops on time management”, “the College has a well-defined time management policy”, “I am well informed about the procedures and practices of the College’s time management policy” and “staff time consciousness is checked on daily reporting and departure, and time taken to complete a task” had 66.7, 73.3, 63.3 and 53.3 percentages of the respondents respectively responded “No” to the statements. Averagely, 45.3% and 54.7% of the respondents respectively responded “Yes” and “No” to the statements.

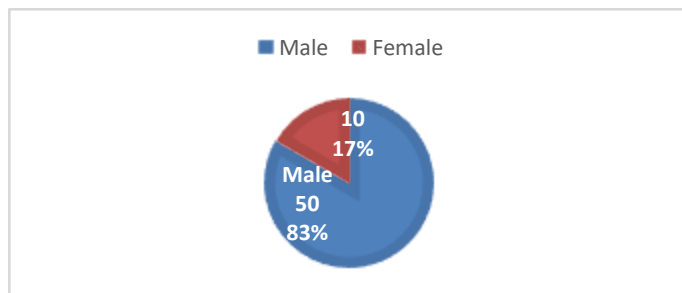


Fig.1 Gender (Sex types)

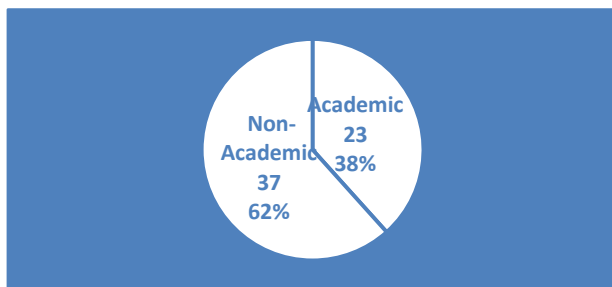


Fig 2 Staff Category

Variables	Yes	%	No	%
I have ever heard about time management.	38	63.3	22	36.7
I understand what time management is about.	39	65.0	21	35.0
Management of the College holds seminars/sensitization workshops on time management.	20	33.3	40	66.7
The College has a well-defined time management policy.	16	26.7	44	73.3
I am well informed about the procedures and practices of the College’s time management policy.	22	36.7	38	63.3
Staff’s time consciousness is checked on daily reporting and departure, and time taken to complete a task.	28	46.7	32	53.3
Average Percentage.		45.3		54.7

The table 3 shows the results of the levels of time management practices among the staff. In all, nine variables were tested in this. All the nine variables tested produced above 60% of the respondents responded to be satisfied with the level of time management practices in the College. On the average: 14.8%, 47.8% and 35.6% of the respondents rated time management practices in the College as excellent, satisfactory and unsatisfactory respectively.

Table 3  
Levels of Time Management Practices among the Staff

Variables	Excellent	%	Satisfactory	%	Unsatisfactory	%
Performance appraisal.	6	10.0	34	56.7	20	33.3
Recognition and reward.	7	11.7	26	43.3	27	45.0
Conducive work environment.	13	21.7	24	40.0	23	38.3
Adequate contingency arrangements.	6	10.0	33	55.0	21	35.0
Efficient Goal setting.	14	23.3	32	53.3	14	23.3
Implementation of plans.	6	10.0	30	50.0	24	40.0
Delegation of responsibility.	10	16.7	28	46.7	22	36.7
Good working relationships.	10	16.7	33	55.0	17	28.3
Work Scheduling.	8	13.3	18	30.0	24	40.0
Average Percentage.		14.8		47.8		35.6

The table 4 presents the results on the level of attainment in time management practices by the staff. This tested ten variables. All the ten variables verified yielded at least 60% of the respondents rating themselves to have attained high levels of time management practices. Averagely: 24.8%, 45.3% and 29.8% of the respondents assayed their levels of time management practices in the College as very high, high but need mentoring, and low and need mentoring respectively.

Table 4: Levels of Attainment of Time Management Practices by the Staff

Variables	Very High	%	High but need Mentoring	%	Low and need Mentoring	%
Day-to-day planning (action lists, prioritizing, getting things done).	13	21.7	33	55.0	14	23.3
Planning and executing projects or complex tasks.	20	33.3	22	36.7	18	30.0
Medium/long term planning.	12	20.0	29	48.3	19	31.7
Managing the balance between official and private time.	14	23.3	30	50.0	16	26.7
Being firm in saying no politely, resisting interruptions, and managing workload.	15	25.0	26	43.3	19	31.7

Delegating.	15	25.0	28	46.7	17	28.3
Decision-making and finishing tasks on schedules.	15	25.0	23	38.3	22	36.7
Prioritizing tasks and actions.	14	23.3	22	36.7	24	40.0
Working to meet deadlines (i.e. not to finish in panic).	16	26.7	30	50.0	14	23.3
Personal time-keeping.	15	25.0	29	48.3	16	26.7
Average Percentage.		24.8		45.3		29.8

### V. DISCUSSIONS

The current study examined the staff’s awareness of time management and its practices in Peki College of Education. Three major core variables in relation with the stated objectives in which the research questions revolved were examined. These include: levels of awareness of the existence of effective time management strategies, time management practices and the levels of attainment of time management practices by the College’s staff.

*Research Question 1: Are the staff aware of effective time management strategies’ existence in the College?*

The results of the analysis of the quantitative data presented in the table 2 gave an indication on the staff’s state of awareness on the effective time management practices. In all, participants were allowed to choose from “Yes” or “No” responses. “Yes”, indicating the respondent’s affirmation on the awareness of the effective time management practices, and “No”, denoting the respondent’s disagreement on the statements. The average percentage of the respondents on the six variables tested saw 45.3% and 54.7% of the respondents respectively responded “Yes” and “No” to the statements. Empirically, this showed that approximately 55% (slightly more than one-half) of the staff are either not aware of the existence of effective time management strategies, or the awareness creation on the effective time management strategies in the College is low.

*Research Question 2: What common time management practices are practiced by the staff in the College?*

Nine variable items were examined on the College and the staff’s practises of the effective time management practices. The variables were rated as excellent, satisfactory, and unsatisfactory. As presented in the table 3, all the nine variables tested produced above 60% of the respondents to have responded to be satisfied (either excellent or satisfactory practices) with the level of time management practices in the College. This, on the average 14.8%, 47.8% and 35.6% of the respondents rated time management practices in the College



per the variables tested as excellent, satisfactory and unsatisfactory respectively. However, a significant value of about 36% of the respondents were unsatisfied either about their or the College's time management practices based on the variables tested.

*Research Question 3: What is the staff's level of attainment in time management practices?*

This research question sought to examine the extent of attainment on the effective time management practices by the College's staff. Ten variables were tested for the rating of the staff's levels of attainment on the time management practices. The variables further explored the concerns of the staff on the need of the exposure to more time management practices; this brings the rating of the variables to very high, high but need mentoring, and low and need mentoring.

The table 4 presents the results on the staff's levels of attainment on time management practices. All the ten variables tested yielded at least 60% of the respondents rating themselves to have attained high levels of time management practices. The average percentage of respondents for each rating of 'very high, high but need mentoring, and low and need mentoring' include 24.8%, 45.3% and 29.8% respectively. Obviously, a total of about 75% of the respondents' responses indicated the need for further orientation on time management strategies.

Generally the results of the study discussed revealed the low awareness of existence of time management strategies among the staff in the College. This finding is consistent with the study done by Maganga (2014). However, the results on the staff's engagement in common time management practices and their level of attainment in time management practices showed averagely satisfactory scores. This is in line with the findings of Chanie, Amsalu, & Ewunetie (2020). It is evidently clear that the staff of Peki College of Education do practice time management practices in their day-to-day activities, but it is also evident that the awareness creation of the existence of effective time management strategies in the College is low hence needed much attention to be paid to.

## VI. LIMITATIONS AND FUTURE STUDY

The variables used in the analysis may not be exhaustive, thus some other variables may be missing but need to be checked for in association with time management practices in the College. The current study only focused on the existence and the levels of time management practices in the College leaving out the measurement of the effect of time management practices on the output of work. The results of this study could not be generalized since the study environment was confined to only a particular Institution.

## VII. CONCLUSION RECOMMENDATIONS

This study examined the staff's awareness of time management and its practices in Peki College of Education. Three research questions were surveyed to measure the levels of: awareness of the existence of effective time management strategies, time management practices, and attainment in time management practices by the College's staff. The average percentage of the respondents on the six variables tested yielded only 45.3% on staff's awareness of the existence of effective time management strategies. However, about 62.6% confirmed the existence of effective time management practices in the College. On the other hand, about 75% of the respondents boldly indicated the need for further enhancement of time management practices in the College. Based on the findings, the following recommendations were made for considerations.

- Time management policy development for effective time management practices is encouraged in the College.
- Periodic seminars/sensitization workshops for staff on effective time management practices in the College is highly recommended.

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