

Time Management Abilities of Administrators for Skill Improvement Needs of Teachers in Secondary Schools in Calabar, Nigeria.

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Abstract

This research aimed at appraising the time management abilities of administrators for skill improvement needs of teachers in secondary schools in Calabar, Nigeria. The study was expected to provide baseline information on policy-management in education for transforming secondary education system. Survey research design was used with three research questions and one hypothesis to guide the study. The population comprised of 28 principals and vice principals (administrators) for 14 public secondary schools in Calabar, Nigeria. Purposive sampling technique was applied to draw the entire subjects of 28 administrators as a sample size of the study. 200 teachers strategically drawn from 590 teachers in the 14 public secondary schools in the two local government areas of Calabar were used to assess the administrators. Data collection was done using a researcher designed questionnaire. Mean and independent t-test was applied to statistically analyze the data collected. Results obtained indicated that: the school administrators have low knowledge in time management strategies. Female administrators had a higher time management abilities in teaching task than male administrators, while male administrators had a higher time management abilities in administrative task than their female counterparts. It further revealed some qualitative factors inhibiting skill improvement needs of teachers in workplace on the basis of time management abilities of administrators. It was concluded that the time management abilities of administrators could not guarantee the skill improvement needs of teachers in secondary schools in Calabar, Nigeria. Recommendations made included change of attitude by the administrators from traditional to innovative techniques of time management in order to improve skills of teachers in the public secondary schools.

Keywords: Time, management, administrators, skill, improvement.

1. Introduction

Skill improvement needs of teachers to meet acceptable standards are vital for enhancement of teaching and learning. Research on maintenance of standard and quality yield a wealth of understanding about multiple role incumbent of leaders and followers with time management in daily goal-attainment effort. In Ogunyoyo (2012), improvement of educational programmes involves integrative relationship of the school heads and teachers with social influence. It is also essential for school administrators to manage time of their staff so as to share task and ensure educational change (Akomolage, 2010). This is because time is a valuable and special resource in school administration. The management abilities of administrators seems to reflect on time management skills to effectively impact on the skill improvement needs of teachers. Based on this background, teachers can deliberately and thoughtfully apply their available time to improve competence and problem solving skills in workplace on the basis of time management abilities of administrators.

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It is important that teachers' task needs can be assessed to find out the actual skills possessed at workplace as occasioned by the time management abilities of school leaders. Skill is the ability of a person to perform a given task well as a result of training and practice (Nwaoji, 2005). In this study, it is the capability of teachers in carrying out a pre-determined task in teaching and administration with minimum time, energy and materials resources. Teachers often face limited time to sufficiently expose them to skill upgrading towards greater productivity in the school system. Improvement on the other hand is the activity undertaken based on meeting the target objectives and satisfaction from lower achievement (Galesburg, 2007). In this study, improvement connotes the task performance gap to be filled by teachers in workplace in order to make them effective and achieve objectives at the secondary education level. Therefore, improvement needs of teachers depend on the Improvement Need Index (INI) derived as a variance of the expected and actual skill possessed by the teachers through Foresight Style Assessment (FSA) tool (Robbins & Coutler, 1998).

Teachers' task in secondary school are in the dimension of teaching and administrative work. According to Ogunyojo (2008), teaching work involves problem solving skills in the form of analytical skill, creative skill communication skill and social skill. The administrative skills are competence skills which are facilitated by education, experience and mentoring (Peretomode, 2001). Teachers are hired in a school system because of these skills possessed by them. The instructional and technical capability in them guarantee education of good quality for life-long living through a major strategy of practical skill acquisition. In considering the achievement of Education For All (EFA) in year 2002, Nigeria's target has been shifted to year 2015 (Duze, 2011). It appears Nigeria still have much to do in meeting its new target because most teachers with teacher education many years ago are yet to improve their old knowledge and skills at workplace. This demands commitment and situational adaptability to change through careful, time plan and making of intelligent choices by the administrators for the realization of the goal since time is scarce and costly (Obanya, 2004).

There is increasing awareness of time as one of the most valuable resources in a school system for two major reasons. Firstly, time is a unique resource in that time cannot be stored if not wisely used and also it can never be retrieved (Akomolafe, 2010). Hence, everyone get the same amount of time each and every day. Secondly, there are differences in the time management skills of school workers in terms of devotion, control, response, time value and goal, and time set priorities in workplace. Thus, administrators and teachers are always at variance in terms of preparing their workload, punctualities to work, average number of hours worked per day or week, leisure time on activities vis-à-vis their time management skills to function effectively (Ekanem, 2012). This put more emphasis on the management role of principals in Nigeria to be shifted from supervision toward development as redefined to be advisers and guides for skill improvement needs of teachers in secondary education reforms (FRN, 2004). The improvement needs may be a reflection of change in the teachers, structures and innovations (Nduanya, 1991), requiring projections and forecasting born out of critical thinking and creative mind (Akalaiya, 2002).

Time management in a school system is critical in that it develops processes and tools for increased efficiency and ensures daily attainment of school goal. In Akomolafe (2005), it is defined as the art of arranging, organizing, scheduling and budgeting of one's time for the purpose of generating more effective work and productivity. In this study, it is regarded as a conscious decision taken by the administrators in deciding what is important and then plan out time and live around the things. Ability here connotes the capacity of the administrators to use the time in better ways for expected result in life as competent leaders. This involves inspiring and stimulating the teachers to pursue institutional vision and excellence performance as cultural leaders through planning ahead, minimizing time wasted, avoiding trivial things and aiming at the best results even with doing fewer things (Okebukole, 2012, and Obikeze, 2003). The major factors in time management determinants in school leadership may include setting priorities, scheduling time, delegating work, setting goals use of conventional and personal tools, effective use of phones, eliminating frivolities, job completion and reduction of stress (Akomolafe, 2011 and Galesburg, 2007). These variables can engender development of teacher's identification towards inducement and commitment to school life. Moreso, these factors re-energizing the school system for effective alignment of teachers needs and school goals towards a better society (Bolman & Deal, 2013).

The Job Characteristic Model (JCM) conceptual framework can be applied to this study. According to Hackman and Oldham (1975), this framework can be useful in guiding and motivating teachers' jobs. In this case, any job can be described in terms of five core dimensions of JCM to include the degree of skill variety, task identity, task significance, and autonomy and task feedback. In this study teachers are to deliberately and thoughtfully change the environment through the use of variety of job activities to complete task in whole or identifiable piece of work.

Such job should impact on students' lives or work of other teachers, provide substantial freedom or discretion to teachers in determining work, procedure and also provide job results in effectiveness of high performance. In Obikeze (2003), the time management abilities of the administrator can become the basis of reform for effective outcomes and to open up new vistas in the secondary school system. The change and innovation process in the school system may be politically, socio-cultural and economically driven (Akilaiya, 2002 and Ekanem, 2012).

The significance of the study will be in its acting as an inspiration for teachers' commitment to the achievement of school goals among other potential benefits of the research. Teachers' skills are needed to perform specific jobs. The government, educational administrators, students and parents will equally find the study useful since secondary education is considered as a melting point of education. The study is important to the scholars since it assesses the time management abilities of school leaders in an attempt to give insight as requisite qualities of administrators such as intelligence, sense of judgment, decisiveness, dependability and initiatives in skill improvement needs of teachers.

The scope of the study is delimited to using secondary school teachers to assess the administrators' time management abilities and the extent they can improve skills of teachers in secondary schools in Calabar, Nigeria. This investigation wishes to contribute to the filling of the gap and hence to bring added knowledge to the literature.

Statement of the Problem

The problem of this study centres on fallen standard of secondary education occasioned by limited desirable skills prevalent among the teachers in Calabar, Nigeria. Standard in all components of input-process expectations, were to be translated eventually into quality products. To this end, it becomes a problem for the citizens to receive functional education as expected. It is observed that secondary education curriculum implementation becomes bastardized with poor teacher development and low discernible education skills of teachers. Hence, the cognitive domain seems not alert to the societal challenges due to lack of required teaching and administrative skills improvement of teachers.

Effective secondary school administration rests on time management abilities of the administrators to ensure better work performance of teachers in workplace. The administrators' management abilities seem to be characterized with time management challenges in setting priorities, setting of goals, delegating of work, eliminating of frivolities and use of phone at work among others. Teachers also tend to face the challenge of poor internal efficiency since time is a scarce, valuable and special resource in skill upgrading and improvement by teachers. Despite several attempts by government and other stakeholders to solve this problem and achieve Education for All (EFA) in year 2015, the results are unappreciable. This observation now prompted the teachers to assess the time management abilities of administrators with diagnostic work performance test of teachers for accelerated progress in skill improvement of teachers in secondary schools in Calabar, Nigeria. The question remains: can the time management abilities of administrators guarantee skill improvement needs of teachers in secondary schools in Calabar, Nigeria? This study is to find an answer to this poser.

Research Questions

Three research questions were formulated for the study:

1. What the determinants are of time management abilities of administrators for skill improvement needs of teachers in workplace?
2. What factors inhibit effective skill improvement needs of teachers in workplace based on the time management abilities of administrators?
3. What is the gender difference in teaching and administrative skill improvement needs of teachers based on the time management abilities of male and female administrators?

Research Hypothesis

There is no significant difference in teaching and administrative skill improvement needs of teachers between the time management abilities of male and female administrators.

Research Methodology

The study adopted a descriptive survey research design that made use of Borich Need Assessment. It was most appropriate because the design collects data from members of a population in a bid to determine the current status of the population with regards to one or more variables. The study area was Calabar in Cross River State of Nigeria. It covered 14 public secondary schools located therein, eight in Calabar Municipality and six in Calabar South Local Government Area, with teachers facing skill improvement needs when considering limited timeconstraints.

A sample size of 200 teachers was drawn from the teacher's population of 590. The entire principals and vice principals making up twenty eight (28) were also used in the study. A stratified random sampling technique was adopted. The stratification was done along the public secondary schools in CalabarMunicipality and Calabar South Local Government. Further breakdown of the sample comprised of 100 teachers drawn from schools in each of the local government areas.

Data collection was carried out using 39-item structured questionnaire developed from the literature review in time management abilities was used to solve the challenge of skill improvement needs of teachers. The scoring of the instrument was based on 4-points Likert rating scale in the required column: comprising of Highly required (4 points), Averagely required (3-points), Slightly required (2-points) and Not required (1-point). The performance column was also assigned with a four response options of High performance (4-points), Average performance (3-points), Low performance (2-point) and No performance (1-point). All principals and vice principals were requested to respond to the required column in order to rate each of the skill item at the level to which it was required. The teachers on the other hand rated each item at the level to which it was required and also they could perform each of the skill items if asked to do so. This helped to researcher to take decision on the item in which teachers need improvement based on the time management abilities of the administrators. The questionnaire was face-validated by two experts in Educational Administration and Educational Measurement Departments of University of Calabar.

Cronbach alpha method was used to test the internal consistency of the items and the coefficient of 0.86 was obtained. This reliability test value indicated that the instrument was reliable for use in achieving the research objectives. The participants were also unstructionally interviewed on the possible factors that could inhibit on skill improvement needs of teachers in workplace on the basis of time management abilities of administrators in secondary schools.

The administration of the instrument was done by the researcher and one trained assistant. The questionnaire copies were returned without any mortality rate. Data collected were analyzed using statistical techniques of mean to answer the research questions and independent t-test on the research hypothesis.

Data Analysis and Results

The information gathered from the secondary school teachers, principals and vice principals were subjected to descriptive statistics using mean and independent t-test. Data were analyzed according to research questions and research hypothesis as shown in Table 1, 2 and 3.

Research Question 1

What are the determinants of time management abilities of administrators for skill improvement needs of teachers in workplace? The data for answering the research question were presented in table 1 below.

Table1: Performance gap analysis of mean rating of the responses of teachers on time management abilities of administrators for skill improvement needs of teachers in workplace.

/N	Item statement on time management abilities	Skill improvement needs of teachers			
		Xn	Xp	Xn-Xp	Remark
	Setting priorities	3.39	1.79	1.60	IN
	Scheduling time	3.22	3.80	-0.58	NIN
	Delegating work	2.85	3.81	-0.96	NIN
	Setting goals	3.45	2.77	0.68	IN
	Conventional tool	3.80	3.24	0.56	IN
	Personal tool	2.68	3.80	-1.12	NIN
	Effective use of phones	2.61	3.76	-1.15	NIN
	Elimination of frivolities	3.80	2.68	1.12	IN
	Job completion	3.77	1.60	2.17	IN
	Reduction of stress	3.63	2.85	0.78	IN

Key: Xn = weighted mean required; Xp = weighted mean of performance,
 Xn-Xp = mean difference of decision; IN = improvement needed
 NIN = No improvement needed.

The data presented in table 1 revealed that the performance gap value of six (6) out of 10 items ranged from 0.56 to 2.17 were positive. The values indicated that the teachers need skill improvement in workplace as a result of low level abilities of the administrator's time management in the six (6) time management abilities items. However, the table also revealed that four (4) items had negative performance gap which ranged from -1.15 to -0.58. These values indicated that the teachers did not need skill improvement in workplace as a result of high level administrators' time management abilities in scheduling time (-0.58), delegating work (-0.96), personal time management tool (-1.12) and effective use of phone (-1.15). The implication was that the administrators have knowledge in the use of time management strategies in these four areas for skill improvement of teachers in workplace. Also, as shown in table 1, they did not have knowledge in time management strategies in the other six areas.

Hypothesis

There is no significant difference is the teaching and administrative skills improvement needs of teachers between the time management abilities of male and female administrators.

Table 2: T-testanalysis of the difference between time management abilities of male and female administrators in the teaching and administrative skills improvement of teachers

Variables	Group	N	X	SD	t-cal
Teaching skills improvement	Male	17	6.28	4.90	-9.68*
	Female	11	8.78	4.19	
Administrative skills improvement	Male	17	7.14	5.29	-8.28*
	Female	11	7.02	3.93	

significant at 0.05; df26 critical t=1.99.

Table 2 revealed that the mean for female administrators in teaching skills improvement (8.78) was higher than that of male administrators (6.28). This indicated that the female administrators possessed more time management abilities in teaching work than their male counterparts. Alternatively, the mean for the male administrators (7.14) in administrative skill improvement was higher than that of the female administrators (7.02). This also showed that the male administrators had higher in time management abilities in administrative work than their female counterparts.

The result also revealed the calculated t-values of -9.68 and -8.28 for teaching and administrative skills improvement respectively as significant with the critical t-value of 1.99 at 0.05 alpha levels and 26 degree of freedom. The null hypothesis was rejected while the alternate hypothesis was accepted. The implication of this finding was that, there was a significant difference in the teaching and administrative skill improvement needs of teachers between the time management abilities of male and female administrators.

Research Question 2

What factors inhibit effective skill improvement needs of teachers in workplace based on the time management abilities of administrators?

The data for answering the research question were presented in table 3.

TBALE 3: Qualitative result of factors inhibiting skill improvement needs of teachers in workplace based on the time management abilities of administrators.

Factors	X	Rank order
Unclear plans and goals in teaching-learning process	3.65	1 st
Lack of strategic objective in teaching-learning process	2.71	2 nd
Inadequate trained teachers	2.26	3 rd
Discontinuity in the management of change process	1.98	4 th
Lack of adequate motivated change drivers	1.92	5 th
Frustration and confusion of teachers	1.49	6 th

Table 3 revealed the outstanding reasons given by the respondents on factors that inhibit effective skill improvement needs of teachers in workplace based on time management abilities of administrators. The factors were ranked in the order of unclear plans and goals, lack of strategic objectives, inadequate trained teachers, discontinuity in management of change process, lack of adequate motivated change drivers and frustration/confusion of teachers.

Discussion of results

The results of the study revealed that the administrators were clever in the use of four determinants (scheduling time, delegating work, personal tool and effective use of phones) of time management abilities and not clever in the use of six other determinants (setting priorities, goal setting, conventional tool, elimination of frivolities, job completion and reduction of stress). This finding means that the school administrators under consideration did not have high abilities in time management for skill improvement needs of teachers in workplace.

This study applied Foresight Style Association (FSA) tool to explain the fact that the secondary school administrators served as a change guide (in time) to affect the action of teacher in pre-determining the school output effects (skills). This articulation was in consonance with Robbins and Coutler (1998) that viewed how abilities of leaders in time management as change agents and also were non-sentiment to value-orientation and environmental pressure. In this study, the school administrators lacked sense of judgment, maturity, initiatives, decisions and dependability in the use of time to effectively discharge their educational leadership functions. In Luo and Najjar (2007), non-deliberate leaders produced moderately negative internal leadership capacity in school vision, instruction and organization. As such, the school administrators in this study were likely to possess lower external leadership capacity in collaborative partnership with teachers in skill improvement and larger context politics.

The anomaly of these finding were explained in this study to the effect that the six time management abilities determinants of the school administrators (setting priorities, setting goals, conventional tools, elimination of frivolities, job completion and reduction of stress) needed to be improved upon for skill improvement of teachers. The implication was that the administrators failed to give attention and time to the rule of 80 percent reward and 20 percent effort (80-20 rules) for achieving set goals and long term progress with reward (Ekanem, 2012).

In most cases, administrators lacked the power to carefully write down long and short term objectives, break down projects into able task, and update project plans. Thus, they lacked inner time management to effectively optimize how things could be done in Akomolage (2010), inner time management aimed at learning different clock time, felt time (in nature culture and health) and their relationship with peak experience and productivity. These considerations were lacking vis-à-vis teaching and administrative work of teachers in the secondary schools. There was also inadequate power to eliminate activities which constituted waste in spending of time (frivolities).

Thus no time log to record each work activity, time spent and objective time worth for the activity. The time rationalization did not result in job completion and stress reduction since energy was more on unimportant task and not gotten of the administrators' mind (Blair, 2013). The change in time by the administrators would not result in innovation process in teaching and administrative task by teachers with commitment, adaptability and accountability to work.

The analysis in table 2 showed that the female school administrators processed greater time management abilities for teaching skill improvement than their male counterparts. The male school administrators also had a better time management abilities for teachers' administrative skills improvement than their female counterparts. This means that the administrator's greater time management abilities for both teaching and administrative skills were based on gender. Adequate planning and systematic organization in time change were required by the sexes to ensure utmost conviction and total commitment to the change mission. Teacher's innovative process improved with their awareness, desire knowledge, ability and reinforcement which result to skill improvement needs in workplace (Akilaiya, 2002). In order words, it was counter-productive if change in time by the administrators (male and female) was not properly planned and systematically implemented to impact on teachers skill improvement for greater efficiency, competiveness and global integration.

The analysis of results in table 3 revealed the various reasons for factors inhibiting effective skill improvement needs of teachers. They represented resistance to skill improvement needs of which are characterized with forms of challenges which limited change in time management and effective innovation process for teaching and administrative school task objectives. A plausible explanation of these factors rested on alteration in time management existing policy and reinforcement in time structure in order to strengthen change behaviour and upgrade teachers' skills for better educational outcome.

Recommendations

1. Skill improvements among secondary school teachers are to be encouraged for teacher's deep understanding of the intricacy of work performance. This is because the school administrators are flexible in setting deadlines in time utilization to improve upon outcome and along with teachers needs for a better society.
2. Policy makers in secondary education should always advocate for improvement in situational factors such as group development and professional teaching culture among teachers. This is crucial since the administrators are always planning ahead to bring out the best from the teachers towards upgrading skills and change in behaviour in workplace.
3. Government should promote creative problem solving among teachers such as recording of good ideas, turning ideas into action, and brainstorming with others for synergistic effects within a specified timeframe. This is necessary because administrators at school level apply inner time management to optimize teachers' activities and determine how the various experiences of felt time get created and intensified.
4. Policy makers in education should factor in mandatory yearly training in oral and written communication skill as basic necessities for secondary school teachers' success in teaching and learning process. This is because time management abilities of school leaders regard timely communication and motivated driver as major elements that ensure integration of different skills and effort of teachers towards school goal attainment.
5. The school administrators should change their attitude from the traditional to innovative methods of time management. This will impact upon the time management abilities of male administrators in teaching skills management, and the female administrators in administrative skills improvement of teachers.