

Time management as a correlate of quality service delivery in private secondary schools in Rivers South-East Senatorial District, Rivers State

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Abstract

The research investigated time management as a correlate of quality service delivery in private secondary schools in Rivers South-east Senatorial District, Rivers State. The research adopted a correlational research survey design. A sample of 400 made up of 25 administrators, 155 teaching, and 220 non-teaching staff respectively made up the study sample size. The sample size of 400 was determined using the Taro Yamane formula. The data collection instrument were structured questionnaires titled, Time Management Questionnaire and Quality Service Delivery Questionnaire. The instruments used for data collection were face and content authenticated by two experts from Measurement and Evaluation and one expert from the Department of Educational Management of the Faculty of Education at Rivers State University. The reliability coefficients of the instruments were 0.80 for the time management questionnaire and 0.78 for the quality service delivery questionnaire, which indicates a reasonable reliability coefficient. The research questions posed were answered using Pearson Product Moment Correlation Coefficient (PPMCC), while Z-ratio was used to test the formulated hypotheses. Conclusions drawn from the study exposed a significantly high positive relationship between time scheduling, priority setting, task delegation, and quality service delivery in private secondary schools. The researchers recommend that staff in private schools should meticulously schedule tasks and strictly adhere to them for optimal service delivery. Additionally, tasks should be prioritized to achieve organizational goals for quality service delivery. Furthermore, school administrators and staff should delegate tasks when faced with heavy workloads to enhance task flow and ensure quality service delivery.

Keywords

Priorities setting, quality service delivery, task delegation, time management.

INTRODUCTION

Time is an educational resource that is naturally scarce, limited in supply but limitless in demand. It is one of the scarce resources known to man ironically, man does not have any control over it. Hicks and Gulleets [1] described time as an imperative aspect in the attainment of various if not entirely organizational set goals. According to Drucker [2] time is a novel asset that cannot be leased, employed, purchased, or even obtained.

Hence, Hubbard [3] 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. The success and productive work recorded in any organization are not dependent on the time assigned to it but on the aptitude to deliver within a lesser time which encapsulates the notion of managing time.



Adebisi [4] averred that the practice of time management dates to the days of the Industrial Revolution in Europe. Before the Industrial Revolution, most people led simple one-dimensional lives as small-scale farmers and artisans. The concept of time management was contingent on climates, times, and daylight. Daytime hours regulated work hours, and the sun and moon determined timekeeping. The Industrial Revolution, however, popularized the use of machines in factories and electricity, rendering the concept of daylight hour insignificant. The development of machine-driven clocks additionally made it possible to manage time more effectively. Odumeru [5] opined that time management was further reinforced by the change from agricultural to manufacturing economies, the growth of postal amenities and telecommunications, and the popularization of the opinions of scholars. Some scholars advocated establishing specific work targets and providing remunerative incentives for the accomplishment of tasks and goals. This instructed improved practice of time and became the origin of contemporary time management methods [6].

Time management according to Allen [7] is the deliberate control of the time spent on a given task, especially to increase efficiency, skill, and productivity. It comprises work, public life, domestic, and individual interests, and many tasks committed to time precision. Ekundayo and Kolawole [8] referred to time management as the optimal use of time and money available in a manner that contributes to the fulfillment of the priorities, and there will be little dedication, review, preparation, and follow-up to allow better use of time in the future. In the view of Maysoon [9] time management involves time scheduling, task delegation, and setting priorities. This is to ensure the organizational set goals are effectively and efficiently achieved and the capability to change with the present and future situations.

According to Kerzner [10], time scheduling refers to the skill of forecasting activities intending to achieve set objectives and primacies in the period available. When it is accomplished effectually, it aids in understanding what one can convincingly attain with available time; makes sure there is ample time for essential tasks; adds contingency time for the unexpected; sidestep taking on more than can be handled; work steadily toward personal and career goals; have adequate time for friends and family, exercise

and hobbies and achieve a good work-life balance. One of the stages to gaining the aptitude to manage time is in the direction of having a schedule that one can write down and plan one's weekly, monthly, and annual commitments and goals. Morgenstern [11] pointed out that the greatest means to start is to take a datebook and record all the major school obligations, from assessments, assignments, demonstrations, and so on which will give a wider understanding of traditions to organize and schedule one's commitments within a week or a month for effective service delivery. In the same vein, Macan et al. [12] opined that there is also the need to enter deadlines, that is goals, and stick to them. This approach according to Macan has proven to be very useful for employees who start doing their assignments early and divide large-scale tasks into smaller chunks within a certain period, which increases their motivation in the long run and reduces stress that usually occurs as the deadline for concluding the tasks approaches.

Time scheduling is needed by staff and school managers in time management. Prioritization refers to the procedure of determining the level of firmness and importance of a task, thing, or event. It is a key skill for any working professional and is essential for organizational staff to master [13]. In time management, prioritizing the day-to-day duties is an operative technique of time handling, based on this purpose, everyone ought to detach and classify his actions according to their importance. In furtherance, it is appropriate to handle fewer vital tasks erratically to complete the key tasks. Lawrence [14] averred that prioritizing means that all tasks are put in a hierarchical order and are primarily sorted according to urgency and usefulness.

For efficiency, everyone is obligated to give main concern to some responsibilities over others to dispense the appropriate time to achieve the best outcomes, and efficiency could be measured by the number of complete tasks in that stated time. Task delegation encompasses assigning work, authority, and duty through a leader of a team to a subsidiary in a plan to grasp the answerability of the result of the performance.

This denotes allocating a level of decision-making autonomy boosts the performance of a certain task to realize a required result [15]. Also, delegation is a significant function in the educational setting and in any organization. Delegation empowers management to make the

finest usage of their period and assistance as well as guaranteeing that staff and assistants are helped in their advancement and growth whilst building confidence as well as growing the sum of anticipated work to be completed [3].

Riisgaard et al. [16] elucidated that effective delegation affords numerous assistances to the educational background as managers can mobilize resources, share responsibilities, and similarly concentrate on undertaking a limited task soundly, rather than several things less successfully resulting in increased management and leadership potential. Bosah [17] opined that delegation has the potential to increase staff productivity and improve the administration of educational institutes. In the understanding of this, institutional heads can dedicate more time and resources to daunting and challenging tasks that require more attention. The want for quality instruction and its consequent management envisions the prerequisite to representing some roles to other staff to certify that additional ground is enclosed in managing excellent teaching to the gratification of all shareholders. achieve results that are critical in the competitive educational industry [18]. Cyril [19] stated that tasks delegating duties increase the level of speediness, response, and client fulfillment for all stakeholders. When time is adequately managed and used effectively, staff complete all kinds of work on time and deliver quality service to the organizational clients.

Hines [20] stated that quality service delivery is vital to constructing blocks in some education systems. Hines further stated that only if services are carried out with a certain worth, will students access and utilize them and eventually progress their knowledge and skills standing. In unassuming terms, quality means performance giving to doing the right thing in the right way or standards and at the right time. In institutions of learning delivery quality is perceived as a degree of performance relating to a well-defined standard of involvement that is safe and possesses the ability to enhance education within available resources [21]. For the organization such as private schools, quality of service is the capacity to bring service in line with the internal specifications of quality, designed according to the management's perception of client needs and potentials.

Private secondary schools are secondary schools not supported financially by the government and to which parents pay tuition to

enable their wards to go. Time management and effective communication which entails the sharing or exchange of information, ideas, knowledge, emotions, and skills between people is essential for ensuring the quality-of-service delivery and satisfaction of users and routine monitoring which is very crucial in improving performance in private secondary schools.

Statement of the problem

Stating the problem in every organization there are some resources (human, finance, physical, materials, and time). These resources are all important and must be utilized with the view of achieving the organizational set goals at a stipulated period. Of all the resources there is one resource that school managers, academic and non-academic staff have in common which is time. In any organization, time must be properly managed to ensure quality delivery service. The school managers, teaching, and non-teaching staff of the school are to dispense their duties within a stipulated time which requires a high amount of proficiency in time management. Unfortunately, some of these staff barely complete their tasks as they constantly hinge on their inabilities on a scarcity of time. The finding of a research work carried out by Kenny [22], showed an increasing number of unnecessary delays amongst the staff of institutions in carrying out their duties; as some teaching staff lag behind the scheme of work and non-teaching staff accumulate more time treating files in their offices. The researcher further stated that some staff usually waste time on gossip, attending to visitors, visiting colleagues in their offices etcetera while disregarding their official duties and being unable to deliver quality service to the university clients.

There is a problem resulting from the lack of time management amongst the staff. Could this have hindered quality service delivery? The findings of this study will close the gap of previous findings related to the topic. The study investigated time management as a correlate of quality service delivery in private secondary schools in Rivers South-East Senatorial District, Rivers State.

Purpose of the study

The purpose of this study was to investigate time management as a correlate of quality service delivery in private secondary schools in Rivers South-east Senatorial District, Rivers State.

Specifically, the study is projected to: (1) investigate the relationship between time scheduling and quality service delivery in private secondary schools in Rivers South-east Senatorial District, Rivers State; (2) ascertain the relationship between priority setting and quality service delivery in private secondary schools in Rivers South-east Senatorial District, Rivers State; (3) ascertain the relationship between tasks delegation and quality service delivery in private secondary schools in Rivers South-east Senatorial District, Rivers State.

Research questions

The study was guided by these questions: (RQ1) What is the relationship between time scheduling and quality service delivery in private secondary schools in Rivers South-east Senatorial District, Rivers State?; (RQ2) What is the relationship between priority setting and quality service delivery in private secondary schools in Rivers South-east Senatorial District, Rivers State?; (RQ3) What is the relationship between task delegation and quality service delivery in private secondary schools in Rivers South-east Senatorial District, Rivers State?

Hypotheses

The following null hypotheses were formulated for the study and tested at 0.05 level of significance: (H1) There is no significant relationship between time scheduling and quality service delivery in private secondary schools in Rivers South-east Senatorial District, Rivers State; (H2) There is no significant relationship between priority setting and quality service delivery in private secondary schools in Rivers South-east Senatorial District, Rivers State; (H3) There is no significant relationship between tasks delegation and quality service delivery in private secondary schools in Rivers South-east Senatorial District, Rivers State.

RESEARCH METHOD

The study adopted a correlational research survey design. The study was carried out in Rivers State. The study population consists of all 5367 staff in the area of the study. The staff comprised both administrators, teaching, and non-teaching staff. Source: Administrative offices of the two universities. The Taro Yamane sampling method was used to determine a sample size of 400.

Three experts in the fields of Educational Management and Measurement and Evaluation carried out the face and content validity of the research instrument. The reliability of the instrument was established using Pearson Moment Correlation (PPMC). The computation yielded a reliability coefficient of 0.80 for the time management questionnaire and 0.78 for the quality service delivery questionnaire. Data for this study was gathered through the means of the researchers-structured research instruments titled; Time Management Questionnaire (TMQ) and Quality Service Delivery Questionnaire (QSDQ). TMQ is made up of two broad sections. Section "A" and "B. Section "A" contains the demographic data of the respondents while section "B" contains 3 clusters with a total of 18 items. QSDQ has a total number of 10 items. The instruments adopted a 4-point ranking of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). All instruments were weighted; 4 points, 3 points, 2 points, and 1 point respectively.

A total number of 400 prints of the survey instrument were administered and all were filled and retrieved by the researchers. The data collected for the study were analyzed using the Pearson Product Moment Correlation Coefficient (PPMCC) formula. Research questions were answered based on the value and way of the correlation coefficient. Correlation coefficients between 0.10–0.49 were low correlation (L), 0.50–0.59 was Moderate (M) correlation while correlation coefficients more than 0.60 were High (H) correlation.

Hypotheses were tested using Z-ratio at 0.05 level of significance with 398 degrees of freedom. This was further tested by transforming the coefficient of correlation (r) to Z to establish the significance or otherwise of the r -value. Data obtained were analyzed using Statistical Packages in Social Sciences (SPSS) version 23.00. Analyzed data therefore with calculated Z -value above the critical Z -value ($Z_{crit.}$) of ± 1.96 was rejected and below was accepted.

RESULT AND DISCUSSION

The research results are presented in three parts, namely: (1) time scheduling and quality service, (2) priorities setting and quality service delivery, and (3) task delegation and quality service delivery.

Time scheduling and quality service

Analysis results to answer research questions, RQ1, what is the relationship between time scheduling and quality service delivery in private secondary schools in Rivers South-east Senatorial District, Rivers State?, are presented in Table 1.

Table 1 shows the Pearson Correlation summary between time scheduling and quality service delivery in private secondary schools in Rivers South-east Senatorial District, Rivers State. The result from Table 1 revealed that the

sum and sum of squares for time scheduling are 817.33 and 2823.41 while that of quality service delivery are 804.54 and 2004.87 respectively. The sum of the product of scores on the two variables (time scheduling and quality service delivery) is 2230.90 and the relationship coefficient is 0.88. The correlation coefficient value is a high and positive, indicating that there is high and positive relationship between time scheduling and quality service delivery in private secondary schools in Rivers South-east Senatorial District, Rivers State.

Table 1. PPMC Summary Analysis between Time Scheduling and Quality Service Delivery

Variables	N	Σ	$\Sigma(i)^2$	Σxy	df	α	$r_{cal.}$	Decision
Time scheduling	400	817.33	2823.41	2230.90	398	0.05	0.88	High positive correlation
Quality service delivery	400	804.54	2004.87					

Note: Σ = Sum, $\Sigma(i)^2$ = Sum of square, Σxy = Sum of product, df = Degree of freedom.

The next analysis was to test the hypothesis—H1—what is the relationship between time scheduling and quality service delivery in private

secondary schools in Rivers South-east Senatorial District, Rivers State? The results are presented in Table 2.

Table 2. Z-value on the Relationship between Time Scheduling and Quality Service Delivery

Variables	N	df	$Z_{trans.}$	$Z_{crit.}$	Decision
Time scheduling	400	398	36.61	± 1.96	Sig., Rejected H1
Quality service delivery	400				

Table 2 shows that a highly positive relationship exists between time scheduling and quality service delivery. To establish the significance of the relationship, a transformed Z-value was computed and an index of 36.61 was obtained. This was compared to the critical Z-value of ± 1.96 at the 0.05 level of significance with a degree of freedom of 398, indicating that a significant positive relationship exists between time scheduling and quality service delivery ($Z_{trans.} = 36.61 < \pm 1.96 = Z_{crit.}$ at p -value < 0.05 and $df = 398$). Therefore, the null hypothesis of no

significant relationship between time scheduling and quality service delivery in private secondary schools in Rivers South-east Senatorial District, Rivers State is rejected.

Priorities setting and quality service delivery

Analysis results to answer research questions, RQ2, what is the relationship between priorities setting and quality service delivery in private secondary schools in Rivers South-east Senatorial District, Rivers State?, are presented in Table 3.

Table 3. PPMC Summary Analysis between Priorities Setting and Quality Service Delivery

Variables	N	Σ	$\Sigma(i)^2$	Σxy	df	α	$r_{cal.}$	Decision
Priority setting	400	714.12	2515.24	2205.88	398	0.05	0.82	High positive correlation
Quality service delivery	400	804.54	2336.76					

Note: Σ = Sum, $\Sigma(i)^2$ = Sum of square, Σxy = Sum of product, df = Degree of freedom.

Table 3 shows the Pearson Correlation summary between priorities setting and quality service delivery in private secondary schools in Rivers South-east Senatorial District, Rivers State. Results from Table 2 revealed that the sum and sum of squares for priorities setting are

714.12 and 2515.24 while that of quality service delivery are 804.54 and 2336.76 respectively. The sum of the product of scores on the two variables (priorities setting and quality service delivery) is 2205.88 and the correlation coefficient is 0.82. The correlation coefficient

value is a high and positive, indicating that there is high and positive relationship between priority setting and quality service delivery in private secondary schools in Rivers South-east Senatorial District, Rivers State.

The next analysis was to test the hypothesis—H2—what is the relationship between priorities setting and quality service delivery in private secondary schools in Rivers South-east Senatorial District, Rivers State? The results are presented in Table 4.

Table 4. Z-value on the Relationship between Priorities Setting and Quality Service Delivery

Variables	N	df	$Z_{trans.}$	$Z_{crit.}$	Decision
Priorities setting	400	398	27.27	± 1.96	Sig.,
Quality service delivery	400				Rejected H2

Table 4 shows that a highly positive relationship exists between priority setting and quality service delivery. To establish the significance of the relationship, a transformed Z-value was computed and an index of 27.27 was obtained. This was compared to the critical Z-value of ± 1.96 at the 0.05 level of significance with a degree of freedom of 398, indicating that there is a significant positive relationship between priorities setting and quality service delivery ($Z_{trans.} = 27.27 > \pm 1.96 = Z_{crit.}$ at p -value < 0.05 and $df = 398$). Therefore, the null

hypothesis of no significant relationship between priorities setting and quality service delivery in private secondary schools in Rivers South-east Senatorial District, Rivers State is rejected.

Tasks delegation and quality service delivery

Analysis results to answer research questions, RQ3, what is the relationship between tasks delegation and quality service delivery in private secondary schools in Rivers South-east Senatorial District, Rivers State?, are presented in Table 5.

Table 5. PPMC Summary Analysis between Tasks Delegation and Quality Service Delivery

Variables	N	Σ	$\Sigma(i)^2$	Σxy	df	α	$r_{cal.}$	Decision
Tasks Delegation	400	769.47	2960.01	2627.91	398	0.05	0.91	High positive
Quality service delivery	400	804.54	2571.49					correlation

Note: Σ = Sum, $\Sigma(i)^2$ = Sum of square, Σxy = Sum of product, df = Degree of freedom.

Table 5 shows the Pearson Correlation summary between task delegation and quality service delivery in private secondary schools in Rivers South-east Senatorial District, Rivers State. Results from Table 3 revealed that the sum and sum of squares for priorities setting are 769.47 and 2960.01 while that of quality service delivery are 804.54 and 2571.49 respectively. The sum of the product of scores on the two variables (task delegation and quality service delivery) is 2627.91 and the correlation coefficient is 0.91. The correlation coefficient

value is a high and positive, indicating that there is high and positive relationship between task delegation and quality service delivery in private secondary schools in Rivers South-east Senatorial District, Rivers State.

The next analysis was to test the hypothesis—H3—what is the relationship between task delegation and quality service delivery in private secondary schools in Rivers South-east Senatorial District, Rivers State? The results are presented in Table 6.

Table 6. Z-value on the Relationship between Task Delegation and Quality Service Delivery

Variables	N	df	$Z_{trans.}$	$Z_{crit.}$	Decision
Tasks delegation	400	398	44.03	± 1.96	Sig.,
Quality service delivery	400				Rejected H3

Table 6 shows that a highly positive relationship exists between task delegation and quality service delivery. To establish the significance of the relationship, a transformed Z-

value was computed and an index of 44.03 was obtained. This was compared to the critical Z-value of ± 1.96 at the 0.05 level of significance with a degree of freedom of 398, indicating that

there is a significant positive relationship between task delegation and quality service delivery ($Z_{trans.}=44.03 < \pm 1.96 = Z_{crit.}$ at p -value < 0.05 and $df=398$). Therefore, the null hypothesis of no significant relationship between tasks delegation and quality service delivery in private secondary schools in Rivers South-east Senatorial District, Rivers State is rejected.

Discussion of educational findings

The findings in RQ1 and H1 revealed that there is a high positive and significant relationship between time scheduling and quality service delivery in private secondary schools in Rivers South-east Senatorial District, Rivers State with 0.88 and 36.61 which were high and positively correlated. The finding exposes that staff usually schedule their time by entering their tasks and other activities in a calendar and timetable which enables them to accomplish their tasks one by one and at the stipulated time. This corroborates Morgenstern [11] who pointed out that the best way for time scheduling is to enter all the foremost school commitments, from tests, assignments, presentations, and so on, into a datebook which will give a bigger understanding of approaches to organize and schedule one's commitments within a week or a month for effective service delivery. That is because time scheduling for tasks depends on how scholastically creative, they are for guaranteeing actual teaching and learning [23], [24], and proper time scheduling will help a teacher to eliminate dead hours [25].

The findings in RQ2 and H2 bared that there is a high positive and significant relationship between priority setting and quality service delivery in private secondary schools in Rivers South-east Senatorial District, Rivers State with 0.82 and 27.27 which were high and positively correlated. The finding revealed that the staff prioritize their tasks by separating and categorizing them according to the direction of reputation and resolve. This agrees with Lawrence [14] that prioritizing means that all tasks are put in a hierarchical directive and are

primarily sorted giving to earnestness and practicality.

The findings in RQ3 and H3 exposed that there is a high positive and significant relationship between task delegation and quality service delivery in private secondary schools in Rivers South-east Senatorial District, Rivers State with 0.91 and 44.03 which were high and positively correlated. The finding revealed that the staff assigns some of their tasks to their subordinate to facilitate a high level of speed in service delivery. This aligns with Bosah [17] who opined that tasks delegation is likely to upsurge the level of efficiency of staff and running of educational organizations.

CONCLUSION

Based on the research findings, components of time management have shown different degrees of relationships between independent variables (time scheduling, priorities setting, and task delegation) and dependent variables (quality service delivery). Therefore, there is a high and positive relationship between time management and quality service delivery in private secondary schools in Rivers South-east Senatorial District, Rivers State and the hypotheses discovered that there is a significant relationship between time management and quality service delivery in private secondary schools in Rivers South-east Senatorial District, Rivers State.

Based on the findings, the following constitute the recommendations: (1) private schools' staff should carefully schedule all their tasks and vehemently adhere to them for optimal service delivery, (2) private schools' staff should continually set priorities to enable them to achieve the organizational set goals of quality service delivery, (3) that school administrators and other staff of the private schools should endeavor to maintain the culture of delegating tasks when saddled with enormous tasks to reduce workload and increase flow of tasks for quality service delivery.

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