



International Journal of Development and Sustainability

Online ISSN: 2168-8662 – www.isdsnet.com/ijds

Volume 2 Number 2 (2013): Pages 1357-1364

ISDS Article ID: IJDS13033002



Special Issue: Development and Sustainability in Africa – Part 2

Time management in teaching of technical education in Nigeria: the case of Kaduna Polytechnic

Aliyu Mamman *

Department of Business Administration, Kaduna Polytechnic, Nigeria

Abstract

This study investigated the level of appreciation of the process of time management by the staff of Kaduna Polytechnic, their application of the principles of time management and their involvement in matters leading to waste of time. The research is based on evaluation and survey research designs. The stratified random sampling technique with optimum allocation was adopted in the administration of questionnaires. The reliability of the research instruments was computed based on a pilot survey with 100 questionnaires and they were found to be reliable. The results showed the level of appreciation of the process of time by members of staff of Kaduna Polytechnic is low and consequently their level of application of the principles of time management was discovered to be low. The study also discovered that the Polytechnic staffs are involved in matters leading to waste of time during working hours. The deficiencies discovered in time management by members of staff can be corrected by the Polytechnic authority through training and sensitization, among others.

Keywords: Technical education, Time management, Kaduna Polytechnic

Copyright © 2013 by the Author(s) – Published by ISDS LLC, Japan

International Society for Development and Sustainability (ISDS)

Cite this paper as: Mamman, A. (2013), "Time management in teaching of technical education in Nigeria: The case of Kaduna Polytechnic", *International Journal of Development and Sustainability*, Vol. 2 No. 2, pp. 1357-1364.

1. Introduction

Historically, western education was pioneered by the missionary who were mainly interested in production of evangelists, clerks and interpreters. According to Fafunwa (1982) the missionaries were more interested in the Bible than in the African child's ability to turn screws and prime pump. In the home countries of the missionaries (Europe), the then educational systems emphasized more on liberal education than technical and vocational education (Wodi and Dokubo, 2012).

After the Second World War, there was huge demand for skilled labour to be used in reconstruction of the damaged infrastructure (Adigun, 2003). This resulted in putting on emphasis technical and vocational education in the educational systems of many European countries. The educational reforms in Europe spread to their colonies (Ajibola and Jumoke, 2012). In Nigeria, technical and vocational education was incorporated in the National Policy on Education with the following goals (NPE, 2004);

- provide trained manpower in the applied sciences, technology and business particularly at craft, advanced craft and technical levels;
- provide the technical knowledge and vocational skills necessary for agricultural, commercial and economic development;
- give training and impart the necessary skills to individual who shall be self-reliant economically.

To achieve the above stated goals, technical institutions comprising universities, polytechnics, monotechnics, colleges of education (Technical) and technical colleges, were established at various times and places.

In spite of the numerous technical institutions available, Nigeria is far from achieving its goals on technical and vocational education (Kennedy, 2011). This is usually attributed to problems bedeviling the educational subsector. Uwaifo (2010) and Adigun (2003) captured the problems broadly as: shortage of manpower, societal attitudes, inadequate infrastructural facilities and poor funding.

Successive government regimes have made attempts to overcome the challenges facing technical and vocational education in Nigeria. Considering the present state of the subsector, it can be argued that the said attempts are yet to yield the desired result. The failure of the attempts can partly be attributed to the failure in articulation of the real and major challenges facing the institutions involved in teaching and learning of technical and vocational education. One of such challenges is time management by the academic and non-academic staff involved in the delivery of curricular on technical and vocational education. It is in this light that the paper will attempt to examine time management in technical institutions taking Kaduna Polytechnic as a case study.

2. Statement of the problem

Kaduna polytechnic, like other technical institutions, was established in 1956 to provide diverse instructions, training and research in technical and vocation education (Know about Kaduna Polytechnic, 2012). To

achieve this noble objective, vast resources (human and non-human) have been provided by government and the institution itself. Various measures (academic and administrative) have also been put in place to ensure adequate and proper utilization of the available resources to achieve stated objectives. Unfortunately, in Kaduna Polytechnic and indeed other institutions, a very important resource is usually over looked in the scheme of affairs. This important resource is no other one than "Time".

The challenge of time management seems to be a missing link in the academic and administrative measures put in place by the Polytechnic to ensure adequate and proper utilization of the available resources. The paper will focus on time management among academic and non-academic staff in Kaduna Polytechnic. Based on Bejide (2011) argument that time management entails appreciation of the process, adoption of the principles and avoidance of wastage of time, the paper will attempt to address the following questions:

- What is the level of appreciation of the process of time management by the staff of Kaduna Polytechnic?
- What is the level of adoption of the principles of time management by the staff of Kaduna Polytechnic?
- What is the extent of involvement of staff of Kaduna Polytechnic in "time wasting" issues during working hours?

3. Objectives of the paper

Based on the research questions the paper intends to address, its objectives are as follows:

- Find out the level of appreciation of the process of time management by the staff of Kaduna Polytechnic
- Find out the level of adoption of the principles of time management by the staff of Kaduna Polytechnic
- Find out the extent of involvement of the staff of Kaduna Polytechnic in matters leading to waste of time during working hours

4. Conceptual issues

4.1. Kaduna polytechnic

Kaduna Polytechnic was established in 1956 as a Technical Institute. From a modest figure of 158 in 1961, students' enrolment has increased over the years to about 30,000 in 2012. The Polytechnic has 138 academic programmes and 38 academic departments spread across 5 colleges, namely; college of Administrative Studies and Social Sciences, college of Business and Management Studies, college of Environmental Studies, college of Engineering and college of Science and Technology. The Polytechnic has a total staff strength of 2,634 out of which 1,422 are academic and 1,212 are non-academic.

4.2. Time management

Time is among valuable resources available to every organization. Unlike other resources like materials, money etc, the supply of time is inelastic; it is untransferable and cannot be stored (Bejide, 2011). In view of these and similar other characteristics, time management becomes one of the essential tools for achievement of organizational objectives. Susan (2012) defines time management as development of processes and tools that increase efficiency and productivity. Some of the processes and tools use in time management include planning, setting of goals, prioritization of activities and delegation of responsibilities (Hisrich and Peter, 2002).

Individuals and organizations can derive a number of benefits from time management. The benefits include achievement of the set goals, doing the right things at the right time, self-actualization, self esteem, less stress and anxiety (www.managementstudy.com)

5. Methodology

The study will assess and evaluate the level of appreciation of the process of time management, application of its principles and indulgence in time wasting issues by civil servants in Nigeria. The data for the study was generated from secondary and primary sources. The secondary sources comprised publications, documents and articles. A questionnaire was used in generating primary data from the sample subjects.

The stratified random sampling with optimum allocation was adopted in the distribution of questionnaire. An effective survey strategy was adopted to minimize nonresponse, response error and respondents' bias to the barest minimum. In this strategy, follow-ups were made for the questionnaires not returned or not properly filled so as to maintain the effective sample size. This is the efficient survey strategy for optimal results. The sample consists of 250 respondents in three strata as shown Table 1.

Table 1. Optimum Stratification

Strata	Designation	Frequency	Percent
1	Senior	90	36.0
2	Middle level	90	36.0
3	Junior	70	28.0
	Total	250	100.0

The statistical tools to be employed for data analysis include Cronbach's Alpha, t-test and descriptive statistics. The Statistical Package for the Social Sciences (SPSS) would be employed for the data analysis. The reliability was computed based on a pilot survey with 100 questionnaires. The reliability of any research instrument or questionnaire is adequately measured by the Cronbach's alpha statistic. The Cronbach's alpha is a robust measure of reliability of the question items and typically varies between 0 and 1. The closer the

value of Cronbach's alpha statistic is to 1, the better the reliability. For this study, the reliability results are given in the Table 2.

Table 2. Summary Item and Cronbach's Alpha Reliability

Designation	Alpha	N of cases	N of items
Senior	0.60	43	20
Middle level	0.75	31	20
Junior	0.69	26	20
Total		100	

From Table 2, the Cronbach's alpha of 0.60, 0.75 and 0.69 for the research questionnaires for senior, middle level and junior staff respectively implies that the instruments are reliable and as such have requisite internal consistency.

In this study, we used the t-test to test our research hypotheses. Since the questionnaires used were on five Likert scale, the one sample t-test with a threshold hypothesized test value of 3.0 to test the significance or otherwise of each of the research hypothesis was used. At the 5% level of significance, the null hypothesis must be rejected if $p < 0.05$. The t-test is applied to test the three research hypotheses and the results follow immediately.

6. Data analysis

Hypothesis 1

The null hypothesis is that there is no significant appreciation of the principles of time management by the staff of Kaduna Polytechnic against the one- sided alternative of less significance.

Table 3. T-test Statistics on the level of appreciation of time management

T	Df	Test Value = 3		Descriptive statistics	
		Sig. (1-tailed)	Mean Difference	Mean	Standard deviation
7.57	249	0.000	0.23	3.23	0.483

From the results of the t-test in the Table 3, since the $p = 0.000 < 0.05$, the null hypothesis must be rejected. Hence, there is low appreciation of the tenets of time management by the staff of Kaduna Polytechnic.

Hypothesis 2

The null hypothesis is that there is no significant adoption of the principles of time management by the staff of Kaduna Polytechnic against the one- sided alternative of less significance.

Table 4. T-test Statistics on the level of adoption of time management

T	Test Value = 3			Descriptive statistics	
	Df	Sig. (1-tailed)	Mean Difference	Mean	Standard deviation
2.36	249	0.019	-0.08	2.92	0.560

Similarly, the results above shows that since the $p=0.019<0.05$, the null hypothesis must be rejected. Hence, there is low adoption of the principles of time management by the staff of Kaduna Polytechnic.

Hypothesis 3

The null hypothesis is that there is no significant involvement of staff of Kaduna Polytechnic in “time wasting” issues during working hours against the two- sided alternative of more significance.

Table 5. T-test Statistics on the level of time wasting during working hours

T	Test Value = 3			Descriptive statistics	
	Df	Sig. (2-tailed)	Mean Difference	Mean	Standard deviation
4.79	249	0.000	-0.21	2.79	0.691

Similarly, the results above shows that since the $p=0.000<0.05$, the null hypothesis must be rejected. Hence, there is significant involvement of staff of Kaduna Polytechnic in “time wasting” issues during working hours.

7. Discussions

In hypothesis 1, the results show that there low appreciation of the process of time management by the staff of Kaduna Polytechnic. The members of staff lack the requisite appreciation of the principles of time management. Similarly, in hypothesis 2 the results show that there is low adoption of the principles of time management by the staff of Kaduna Polytechnic. The two hypotheses jointly show that the staff members really lack the requisite tenets of time management. Again the results of hypothesis 3 show that there is

significant involvement of staff of Kaduna Polytechnic in “time wasting” issues during working hours. Therefore, we can deduce that lack of appreciation and adoption of the principles of time management could really lead to time wasting by the staff of the Polytechnic.

8. Conclusion

Kaduna Polytechnic is one of the pioneer technical institutions involved in teaching and learning of technical education. To achieve this noble goal, the institution has devised measures; academic and non-academic. However the issue of time management seems to be a missing link in measures put in place by the Polytechnic to ensure adequate and proper teaching and learning of technical education. From the findings of the study, the level of appreciation of the process of time management by the staff of the Institution is low and consequently their level of application of the principles of time management is also discovered to be low. The findings of the study also reveal the staffs of the Kaduna Polytechnic are engaged in matters leading to waste of time during working hours. The staff deficiencies in time management can be corrected by the Polytechnic authority through training and sensitization.

References

- Adigun, A.O. (2003), *Introduction to Vocational and Technical Education (With principles and methods of Teaching Skills)*, Ladun Publication and Consultancy Services, Lagos.
- Ajibola, Y.M. and Jumoke, S. (2012), Achieving Sustainable Economic Development in Nigeria Through Technical and Vocational Education and Training: The missing Link, *International Journal of Academic Research in Business and Social Sciences*, Vol.2 No. 2, pp. 67-72.
- Bejide, O.O. (2011), “Time Management for efficient performance”, *Management in Nigeria, A Publication of Nigerian Institute of Management (Chartered)*, Vol. 47 No. 2, pp. 29- 36.
- Fafunwa, A.B. (1982), *History of Education in Nigeria*, Geoge Allen Unwin Ltd, London.
- Hisrich, R.D. and Peter, M.P. (2002), *Entrepreneurship*(5thEdn), McGrawHill, Boston.
- Kennedy, O.O. (2011), Philosophical and Sociological Overview of Vocational and Technical Education in Nigeria, *American-Eurasian Journal of Scientific Research*, Vol.6 No. 1. pp 45-52
- Know About Kaduna Polytechnic, A Publication of Kaduna Polytechnic, Kaduna Nigeria, 2012.
- National Policy On Education (NPE) (2004) (4thEdtn), Nigerian Educational Educational Research and Development Council (NERDC), Lagos.
- Susan, W. (2012), “Time Management”, available at <http://sbinfocanda.about.com/od/timemanagement/g/timemanagement.htm> (accessed 8th January 2012).

Uwiafo, V.O. (2010), "Technical Education in Nigeria and its challenges in Nigeria in the 21st Century", *International NGO journal*, Vol.5 No.2 pp. 34-41, available at <http://www.academicjournals.org/ingoj> (accessed 9th January 2012).

Wodi, S.W and Dokubo, A. (2012), Innovation & Change in Technical and Vocational Education in Nigeria: Challenges for Sustainable Industrial Development, *British Journal of Arts and Social Sciences*, available at <http://www.bjournal.co.uk/BJASS.aspx> (accessed 8th January 2012).