

MANAGERIAL SCHEDULING AS CORRELATES OF ADMINISTRATIVE EFFECTIVENESS IN HIGHER INSTITUTIONS IN EKITI STATE, NIGERIA

Prof. KANU, Ikechukwu Anthony (OSA)

Department of Philosophy and Religious Studies

Tansian University, Umunya

Anambra State

ikee_mario@yahoo.com

&

Dr. OMOJOLA Immaculata Olu, (SSMA)

Department of Business Administration and Management

Villanova Polytechnic Imesi Ile

Osun State

omojolassma@yahoo.co.uk

Abstract

This study examined managerial scheduling as correlates of administrative effectiveness in higher institutions in Ekiti State, Nigeria. The relationship between scheduling and administrative effectiveness were discussed. The sample for the study was 150 administrators and 300 academic and non-academic staff, who rated the administrators. They were selected using simple random and purposive random sampling techniques. An instrument tagged "Questionnaire on scheduling as correlates of administrative effectiveness in higher institutions in Ekiti State Nigeria (QSC)" and "Questionnaire on Administrative Effectiveness in Higher Institutions in Ekiti State, Nigeria (For Academic and Non - Academic staff)" (QAE) was used. The data collected were analyzed using percentage, mean, standard deviation and Pearson's product moment correlation analysis. All the hypotheses were tested at 0.05 level of significance. Face and content were used to establish the validity of the Instruments. To ascertain the reliability of the instruments, the split half method was used. They were found to be 0.84 and 0.87 for (QSC) and (QAE) respectively. The findings revealed that scheduling is greatly related to administrative effectiveness. Based on the findings of the study, it was recommended that administrators of higher institutions like Vice Chancellors, Rectors, Provosts, Registrars, Bursars, Librarians, Directors of Program, Assistant Director of Program and Heads of departments should regularly assign fixed time for events and strictly adhere to it for the improvement of administrative work.

Keywords: Scheduling, Higher Institutions, Administrative Effectiveness, Ekiti State, Vice Chancellor, Rectors and Nigeria.

Introduction

Administrative scheduling can be considered as one of the major problems of Administrators in higher institutions especially in Ekiti State, Nigeria. Scheduling is a way of arranging events or programs that are to take place. Schedule in management identifies what to do, make plans and allocate time, execute and report the action as it was carried out. Scheduling in University system has much influence on the Administrators. In this case, Administrators are Vice Chancellor, Deputy Vice Chancellor, Registrar, Director of Programs, Assistance Director of Programs, Bursars and Heads of Departments. Scheduling has a lot to do with the way and manner with which their time is being planned to meet their daily schedule. In performing their daily schedule, most of the time, attention might not be paid to how events are being carried out behind schedule.

Imagine a situation where academic calendar is not ready before resumption, therefore, resumption date comes behind schedule. As soon as allocation of courses to respective lecturers is done behind schedule, lectures must begin behind schedule as well. This in some cases might affect examination time and time table preparation. There might be cases where examinations time table are altered without much notification. Administrative effectiveness is more than getting things done but accomplishing events at the appropriate time as in the mind of Momoh and Obiweluzor (2015), "effectiveness means to bring about or to accomplish; thus before an action, or an institution or an individual is regarded as effective, there must be an accomplishment." p.1. Supporting this definition is McCrimmon (2007)'s findings that effective administration entails efficiency, getting things done with least cost.

Literature Review

Scheduling is the process by which work is planned for effectiveness and it is best done on a regular basis, for example, at the start of every week or month. Therefore, scheduling must be a thing of consistent practice. After all work has been done, the time remaining is "discretionary time" which can be used to address other priorities and personal goals. This is a reasonable assertion especially when diary, calendar, electronic organizer and paper based organizer are used depending on individual's circumstances. It will eventually help administrators to carry out their work effectively.

According to Fiore 2016, scheduling has the following steps: Identifying the time you want to make available for work, which depends on the design of job, fix-in the actions to be performed, review to-do list and schedule in the high-priority/urgent activities, as well as the essential maintenance tasks that cannot be delegated and cannot

be avoided, since interruptions cannot be predicted, it is good to have spaces in-between schedule. This means there should be flexibility to rearrange your schedule to react effectively to issues as they arise.

Achunine and Irondi (1998) present a format of scheduling in relation to school system as follows: 1) School goal- to provide more security for the school properties. Activities- (a) Building fences, (b) Providing burglary proof for windows and doors and (c) Hiring security men. 2) School goals- involving the community more closely in school affairs. On activities - (a) Arranging PTA meetings, (b) Arranging Old Boys' forum, (c) Arranging School Day, (d) Arranging School's social/cultural day activities. 3) School goals- introducing science programs for the school, Activities- (a) Recruiting science teachers, (b) Procurement of science instructional materials, and (c) Developing science curriculum/laboratories. The authors relate their idea to school system, although not in a fixed pattern. Administrators can use the model to develop theirs which will assist them to be more effective.

In the proposal of Adesina and Fagbemiye (2007) on time scheduling and time allocation to tasks based on how educationally productive they are for ensuring effectiveness, they grouped the numerous functions of the school administrator into three categories: the professional goal functions, the critical/crisis functions and the maintenance functions, with the professional goal functions at the apex of the ladder and the maintenance functions at the base of the ladder in order of priority.

The professional goal functions embrace all efforts by the administrator towards the development and implementation of the curriculum and instructional matters that lead directly to effective teaching and learning. Maintenance functions embrace all routine management tasks geared towards maintaining stability and status quo in the school. The middle level critical/crises functions embrace mostly activities critical to students, personnel administration and fiscal management. These authors maintain that even though the maintenance function at the base of the scheduling ladder has more activities in the school program than the professional goal functions, they have to be treated quickly to save time for the more educationally productive professional goal functions which are the topmost priority tasks in school administration.

When the tasks are scheduled and prioritised, this should be followed by an estimate of time needed to complete activities. By inference, tasks of first priority should be allocated more block time than the tasks of second priority. Scheduling practices will help administrators to do creative and educationally more productive work in the morning and use the afternoon for scheduled and unscheduled meetings with the public. It is very important to allocate larger quantum time at a stretch to programs of importance instead of allocating bits of time stretched out for a long period to the same function. For instance, allocate some two to three weeks in the year at a stretch for supervision of all teachers in the school, lasting for about three hours each day. This will give the administrator a clear and comprehensive picture of the direction the programs of the curriculum is going and what general and specific problems there are in relation to effective teaching and learning in the Universities. Allowances must however be made

for emergencies and unexpected events as they are bound to come up in any human Organization. Over-estimation of time should be preferred to under-estimation to avoid frustration of not meeting deadlines.

The Carnegie Council (1989) studied scheduling in relation to school system. Before 1958, Staff at all levels taught any subject at any time of the day. Later, a unit was agreed upon - comprised of approximately 50-minute class periods in which a single subject is taught, and for which teachers specialize in particular subject areas became the most frequently used in scheduling format. A document was published to back up their research. This caused schools to experiment with ungraded instruction, long periods of independent study and large group instruction. The plan failed, however, partly due to the large amount of unstructured, independent study time for students.

In the 1970s, the notion that flexibility in scheduling is beneficial to staff and students led to the open school concept. Divisions between classrooms in elementary schools were eliminated and students were able to progress at their own speed, moving from one grade level to another. During this period, some schools modified the traditional seven-period day, breaking the day up into 20-minute modules and calling the plan modular flexible scheduling. This plan was not successful.

Later, with flexibility continuing to be a priority, fluid block scheduling became popular and successful. This scheduling pattern allots a block of two to three hours to teams of teachers from various subject areas, allowing teachers to schedule instruction according to student needs. Another flexible scheduling alternative followed this step and continues in popularity is the zero period schedules. Designated courses begin an hour earlier than the regular school day, allowing some students to leave an hour earlier or enroll in an extra class.

The study of 1989 publication in *Turning Points*, by the Carnegie Council on Adolescent Development, brought major changes for middle-level schools. Recognizing that junior high schools were simply mirror images of high schools, the council recommended that schools be reconfigured to fit the developmental needs of young adolescents. Thus, various forms of block scheduling and interdisciplinary teaming took hold in middle schools, and later in high schools. With block scheduling, teachers are given longer periods of time - usually 90 - minutes to work with students. Interdisciplinary teaming is a popular arrangement where a group of teachers (usually four or five) work with 125 to 150 students, essentially creating a school within a school. Interdisciplinary units of study help students to understand the connections between subjects. Teaming is sometimes combined with block scheduling. Throughout the history of school scheduling, the need for flexibility and the need for teachers to work cooperatively for the benefit of students are recurring themes.

Carnegie council encourage administrators to make use of scheduling in school system at all levels as it involves some fundamental assessments; including examining what teachers are doing and determining if classroom instruction is improving students' achievement. When teachers make instruction optimally effective for students, it is appropriate to consider how the use of time could further enhance learning - the schedule

must support, not drive, the instructional program. As teachers become more innovative and experimental in their classroom activities, they adopt flexible and cooperative approaches that demand new organizational arrangements.

However, scheduling and scheduled activities will make educational evaluation easier. Failure to plan in the day leads the administrators into being managed by crises and events that just come up. He may need to react continuously to other people's actions and not acting on predetermined schedules. Such questions as these are pertinent in planning: when can this program take off and what is the appropriate time span for it? What are the possible interferences which can hinder the accomplishment of these tasks at the time estimated? All questions that relate to activity scheduling in terms of the various dimensions of planning must be answered if envisaged goals are to be achieved within time limit.

When tasks are scheduled, administrators should not allow urgent or unexpected events to derail their plan of activities. Quoting Mackenzie in Hughes and Ubben, Achunine and Irondi (1998) say: "Urgency engulfs the manager: yet the urgent task is not always the most important. The tyranny of the urgency lies in its distortion of priorities, its subtle clocking of minor projects with major status, often under guise of "crisis." One of the measures of the manager is his ability to distinguish the important from the urgent, to refuse to be tyrannized by the urgent, to refuse to be managed by crisis. Scheduling is a skill that involves the school administrator in making an inventory of specific activities which would lead to the subsequent realization of the long and short-term school goals. Goal setting and subsequent strategies developed to achieve those goals is the key to spending time productively. Time management strategies work hand-in-hand with planning, and, if not done properly, makes planned programs fail."

Achunine and Irondi sense that specific activities should be scheduled daily, weekly or monthly. Daily activities should be scheduled first thing in the morning. For the weekly and monthly activities, planning and scheduling may be done on the first day of the week or month. Administrators need to do much of their thinking on paper to avoid inspirational and creative ideas being wasted through forgetfulness. Through this, time will be properly managed. When tasks have been scheduled, the next move is to put the specific activities through which the goals of the school are expected to be achieved into a hierarchy, according to their degree of importance in enhancing productivity, from the most educationally productive to the least educationally matter.

Study Objectives

The objective of this study was to find out the relationship between managerial scheduling and administrative effectiveness in Higher Institutions in Ekiti State.

Method

The design of this research work is descriptive of correlational type. Correlation research relates existing characteristics of variables in a given sample. The study seeks to determine the degree of relationship between scheduling and administrative

effectiveness. The sample of the study was 450 respondents which comprised 150 administrators and 300 staff that rated the administrators.

Result, Analysis and Discussion

In the analysis of Data and discussion, the following are generated. **Hypothesis:** There is no relationship between administrators' time scheduling and administrative effectiveness in higher institutions.

Table 1:

Pearson correlation administrators' time scheduling and administrative effectiveness in higher institutions

Variable	N	r-cal	t-table
Scheduling	116	0.247*	0.195
Administrative effectiveness	116		

$p < 0.05$

This table shows that r-cal is 0.247* and r-table 0.195 which means that r-cal is greater than r-table at 0.05 level of significance. The null hypothesis is rejected. Therefore, there is significant relationship between scheduling and administrative effectiveness.

Recommendations

Based on the findings of this study, the following recommendations were made: Educational stakeholders, especially those in higher institutions like Vice Chancellors, Rectors, Provosts, Registrars, Bursars, Librarians, Directors of Program, Assistant director of Program and Heads of departments need to know the importance of time scheduling to their effectiveness. They have to be conscious of time in discharging their duties to avoid working behind schedule.

Conclusion

Based on the findings of this study, the following conclusions are drawn: Lack of proper Scheduling on the part of school administrators have some influences on certain areas in a school system especially in planning a new session's programme, altering lecture and examination time table and making approved budget available to time. This does result from not paying attention to time scheduling.

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