UNIVERSITY OF CAPE COAST

TIME MANAGEMENT PRACTICES OF THE ADMINISTRATIVE HEADS OF

GHANA NATIONAL COLLEGE, CAPE COAST

BY

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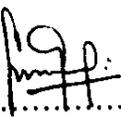
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CANDIDATE'S DECLARATION

I hereby declare that this dissertation is the result of my own original research and that no part of it has been presented for another degree in this University or elsewhere.

Candidate's Name: .... Date: 25TH NOVEMBER, 2004
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SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of the dissertation were supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Cape Coast.

Supervisor's Name: .... Date: 25-11-2004
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ABSTRACT

The study was on the time management practices of the administrative heads of Ghana National College (G.N.C.).

The purpose of this study was to identify the time wasters and determine their impact on the administrative heads of Ghana National College in their time management practices. It was also to find out how the administrative heads of Ghana National college control their time wasters to achieve maximum result in their time management practices. The study has attempted answering the three research questions raised.

(i)   What were the problems or activities that disturbed the time management practices with regard to set goals of the administrative heads of Ghana National College?

(ii) To what extent did the time wasters affect the achievement of set goals of the administrative heads of Ghana National College?

(iii) What strategies were put in place by the administrative heads of Ghana National College to control the time wasters in order to achieve maximum result of set goals in their use of time?

Appropriate literature and other theoretical concepts on time management were appraised. To help in answering the research questions raised, the designed instruments, which were questionnaire and interview guide were used to collect data from the selected population of 36 administrative heads. The statistical method used in the analysis was descriptive statistics. That is, simple percentages were calculated for the summary of the various responses.

The main findings of the study are that some major time wasters were with the administrative heads and these time wasters had negative impact on their time management. Reviewing and prioritizing demands on time has not been a regular practice of the administrative heads. Lastly, not much control measures or strategies were put in place to reduce the negative impact of the time wasters on time management practices of the administrative heads.

To avert the negative impact of the time wasters on the time management practices of the administrative heads, some suggested strategies and guidelines were recommended to enhance control over the time wasters. Finally, the benefits to be derived from knowing how to manage time wisely have been spelt out for the perusal of all concerned with the time management practices.

ACKNOWLEDGEMENT

DEDICATION

To the Memory of my

Father and Mother

Thomas K. Adom and Susana Asamoah

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CHAPTER ONE

INTRODUCTION

Background of Study

Having thus got the idea of Duration, the next thing
natural for the Mind to do, is to get some measure of
this common Duration, whereby it might judge of its
different lengths, and consider the distinct order, wherein
several things exist ... This consideration of Duration, as
set out by certain periods, and marked by certain Measures
or Epochs, is that, I think, which most properly we call Time.
(Locke, 1975, cited in Watkin, 1986, p.6).

Thus, for Locke, time was duration as set out by measures. According to
Hargreaves (1989, cited in Campbell and Neill, 1997, p.94), "Time is the fundamental
measures by which work is structured and controlled".

The importance of time in administration is often acknowledged but seldom
analysed. Time is a very valuable resource, available to man in equal quantity. It is a
unique resource that everyone in this world has equal amount of; twenty-four hours in
a day. Whether rich or poor, each person has the same number of days, weeks or
months in a year. Though time is given in equal quantity, it is limited and so must be
used judiciously to achieve goals. It is an undeniable fact that time lost cannot be
retrieved or replaced. Time management is therefore necessary in every sphere of
human institution or organization. This is because time can just slip through your
fingers if you do not manage it -- and that is a waste!

In our daily life, we have time for everything. There is time for household activities. There is leisure time, which is the non-work time. There is also time for work to earn income. Household work time covers the time for various tasks that are carried out in the home. For example, a woman would be engaged in cooking or cleaning up while the man will engage himself in the family garden or keeping the surrounding clean or tidy. The non-work time may be used to relax, visit friends or just to be engaged in any leisure activities. Work time covers the period spent on income earning activities.

Time varies according to the type of work a person does. People who are employed are paid money according to the number of hours. The demand that we make on time calls for proper planning. The way homemakers use their time will be affected by these demands. To be able to allot time to the various activities to achieve set goals at the end of the day is to manage one's time effectively. By knowing how to manage one's time wisely, one can:

- Be more in control of one's life by making better decisions about how to use one's time

- Feel better about oneself as one would be able to use one's full potential both at home and at work.

- Reduce pressure when one is faced with deadline or a heavy schedule.

- Have more energy for things one wants or needs to accomplish.

- Do more and strictly speaking spend less time in trying to catch up on things.

- Succeed more easily because one will know what one wants to do and what one needs to do to achieve it.

Observing the clock time is very important in our society today. It is on this principle that many countries, the world over, programme their activities to reduce the constraint of time use.

In the Ghanaian educational system, programmes are drawn by the Ghana Education Service (GES) based on the policies of the Ministry of Education (MOE), to cover all school activities at the pre-university education level. Time is allotted to every activity that is performed in the schools. Each educational level has its specific time frame for its programmes; starting from the first cycle to the second cycle even to the tertiary levels. The various courses at each level have specific duration. The basic level which is the first cycle takes (nine) 9 years. The second cycle takes three years and the tertiary ranges from three years and above, depending on the type of course or programme. At each level, there are set goals and every effort is to be made to achieve the set goals. The need for time management, therefore, cannot be over emphasized.

In the various schools, time-tables (work schedules) are prepared based on the policy guide-lines of the MOE/GES to enable one activity to follow the other without much hitch. Other internal or local programmes are also fitted into the official school programme. While the school bell heralds school time, play time, lunch time and home time, the clock on the wall mechanically beats out the relentless passing of measured time.

Ghana National College is one of the second cycle institutions in the Central Region of Ghana. The school has an appreciable large population of students to match with the large number of teaching and non-teaching staff. The large class sizes, coupled with the heterogeneous school activities, from curricular to co-curricular call for proper time management to meet set goals. To meet some of the demands on

time, the school has adopted a shift system to enable students have their meals at the dining-hall, as the large student population could not be accommodated in the dining-hall at the same time. The shift system adopted made it possible for normal classes to go on smoothly without much disturbance. The impact of the system adopted was felt after school hours when co-curricular activities were to take place. One batch of students at a time had to wait until the other batch has finished with lunch though they all ended classes at the same time. As the first batch of students prepared for siesta, which all students under normal circumstance were to observe, the second batch was to go in for lunch. The same pattern was followed during supper time. The system has made it impossible for some group of students to observe siesta. Similarly, the system has brought some complexities in the mobilization of students to perform some school activities. Faced with these problems, it became necessary to make some changes in the school time-table to allow all students to have siesta and to take part in co-curricular activities.

With the new arrangement, the first batch of students go in for lunch before classes are over while the second batch goes immediately after classes are over. The official closing time of the school has to be extended for some minutes to make room for the change. Any slight change in the students' programme of activities would have a direct impact on the teachers and other workers especially those who supervise the students. The need for effective time management to meet these exigencies (complexities) becomes inevitable.

Statement of the Problem

Everybody's perception of time and its usage differ world wide. Differences are often seen in the average number of hours per day or the workload of the person or individual.

In order to achieve an appreciable result in the teaching and learning process in the schools, the GES has provided a working schedule (time-table), indicating the duration for the teaching and learning activities. Apart from the teaching-learning activities, other co-curricular and administrative activities are to be performed concurrently within the same period, though these activities are not programmed by the GES for the institutions. Faced with such demands, the administrative heads of Ghana National College (G.N.C.) come under severe time management pressure as time wasters exist in all institutions as noted by MacKenzie (1972).

The researcher, aware of the complex school activities, sees time wasters (time robbers) as having an impact on the performance of the administrative heads of Ghana National College in their time management practices with regard to the achievement of set goals.

Purpose of Study

The purpose of the study was to:

i. Identify the time wasters (robbers) and determine their impact on the administrative heads of Ghana National College in their time management practices.

ii. Find out how the administrative heads of Ghana National College control their time wasters to achieve maximum result in their time management practices.

Research Questions

The questions were based on the concept of time management with regard to time wasters and their impact on set goals and how the administrators controlled the time wasters to achieve set goals in their time management practices.

i. What were the problems or activities that disturbed the time management practices with regard to set goals of the administrative heads of Ghana National College?

ii. To what extent did the time wasters affect the achievement of set goals of the administrative heads of Ghana National College?

iii. What strategies were put in place by the administrative heads of Ghana National College to control the time wasters in order to achieve maximum result of set goals in their use of time?

Significance of the Study

i. The study is significant in the sense that it would help the individual to value time as an important resource that has to be managed to enhance performance of set goals.

ii. It is an area that would help eliminate or cut down waste and improve performance as more time would be made available and used judiciously on urgent and important things.

iii. It would help change our perception of time and improve our organizational performance.

iv. The study would help us analyse and review our use of time and in the final analysis help us to become more conscious and strict with our time.

Delimitation

This study was restricted to the administrative heads of Ghana National College (G.N.C.). It was to find out about the time management practices of the administrative heads, taking into account the impact of the available time wasters on work time. The study took account mainly of the official work time, between 7a.m. – 5p.m. from Monday to Friday. The study excluded periods earlier than 7a.m. and after 5p.m. though some administrative heads continued to perform their legitimate duties. Similarly, periods for holidays and closure of school due to strike actions were excluded.

Limitation

The researcher encountered few obstacles during the time of the data collection.

The second cycle institutions were on break at the time information was to be gathered. Some of the administrative heads were away and this disturbed the planned interview programmes.

Not quite long after the re-opening for the 2nd term of the school calendar, there was students' disturbance in Ghana National College, resulting in the closing down of the school for about a month. The researcher had no option than to wait to make sure that all the administrative heads have returned to post before the administration of the questionnaires and the interview guide.

The disturbance of the school calendar has forced the researcher (due to time lost) to abandon the idea of using the entire sample size for the interview as done with the questionnaire. The researcher was of the opinion that the small sample size used

in the judgmental or purposive sampling for the interview could affect the

generalizability of the result.

Definition of Terms

Circadian or diurnal rhythm – a term used to describe cycles of approximately

24 hours – day and night, sleeping and waking time.

Time Wasters (robbers) – Action or activities which interrupt planned

activities and rob them of their time or affect the duration of the planned activities.

Due-date -- a date decided by a person to complete a task earlier than the

agreed deadline.

CHAPTER TWO

REVIEW OF LITERATURE

Introduction

Our attitudes to time are frequently changing. Many of these changes are due

to the advent of new technology which affects our work. The increase in options

available has made it possible for us to do more in a day, but has also increased the

pressure on our time. This makes it all the more necessary to research into the time

management practices of the administrative heads of our second cycle institutions,

with particular reference to the administrative heads of Ghana National College.

This chapter deals with the existing literature and other theoretical concepts on

time management practices which provided the needed framework for the study.

Theoretical Framework/Conceptual Basis of the Study

Many theories have been propounded in the past by scholars who dominated

the study of organizational behaviour. They demanded the use of theory and

scientific techniques for testing theory – techniques that they thought were objective

and detached from the people being studied and relied on mathematical proof as the

higher goal of investigation. Bush (1989, p.2) observed: "Managers who operate on

the basis of an unrecognized theory tend to have undimensional outlook on

organizational life"

Lander and Meyer (1977) stated that nothing is more practical than a good

theory. According to them, theory can help the practitioner to unify and focus his

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(sic) views on an organization, on his role and relationships within the organization, and on the elusive phenomena of leadership and achievement.

What is Theory

BBC English Dictionary (1992, p.1215) says, "A theory is an idea or set of ideas intended to explain something. For example, Darwin's theory of evolution". Theory is, "the set of rules, principles, or ideas that a practical method of skill is based on. For example, Marxist economic theory". Theory can also be defined as a systematically organized knowledge thought to explain observed phenomena. It provides a basis for thinking systematically about complex problems, such as understanding the nature of educational administration. Theory enables us to describe what is going on, explain it, predict future events under given circumstances, and is essential to the professional practitioner as he thinks about ways to exercise control over events.

There should be theoretical support to our understanding of schools as organizations and how to make them ever more effective.

Many theorists acknowledge the fact that organizations have become more complex and challenging and therefore need a high level leadership practices of managers and supervisors. It is therefore not a coincidence that administrative management theory which focuses on the methods by which managers or administrators could structure the overall organization or institution to make it more effective is of preference to the choice of theories for this study. Administrative management theorists looked for common or universal principles that characterized successful management which would be of relevance to the study of the time management practices of the administrative heads of Ghana National College.

Concept of Time

Some languages have no words to express the concept of time or future and some cultures have alternative views of promptness and timing. According to Giddens (1981, who quoted Evans-Pritchard),

> The Nuer have no concept of time and, consequently,
>
> no developed abstract system of time-reckoning ......
>
> there is no equivalent expression in the Nuer language
>
> for our word "time", and .... they cannot, therefore, as
>
> we can speak of time as though it were something actual,
>
> which passes, can be wasted, can be saved, and so forth ...
>
> Certainly they never experience the same feeling of
>
> fighting against ... since their points of reference are
>
> mainly the activities themselves, which are generally of a
>
> leisurely and routine character. (Giddens, 1981, cited in
>
> Watkins, 1986, p.10).

In American society, people generally perceive time as a material resource, in that it is spent, saved, wasted and scheduled. Among some subcultures within this same society and in other societies, time is viewed differently. In Europe during the Middle Ages, time and its measurement were essentially associated with religious activities rather than any secular practices. In England, church and public clocks were erected in the major cities and towns from about the fourteenth century onwards so that bells could mark the religious practices of the day. However, the accuracy of these clocks was a matter of dispute.

People in more technically-oriented cultures may wake to an alarm, eat at specific times whether or not they are hungry and return to bed according to clock

time. In applying time – referred to here as a resource, which is used in combination with other resources to reach goals, individual as well as cultural concepts are taken into consideration.

Sense of Time

Individuals differ in their orientation to time. While some people can accurately estimate the length of time they have been reading, working, or visiting, other people consistently overestimate or underestimate time. Individual sense of time can be affected by extremes in temperature, by the presence or absence of light, by loneliness, enthusiasm or boredom and by a number of other factors.

The phenomenon of time seems so natural that once people have developed a perception of time, they have difficulty understanding that other people could perceive time differently. For instance, Walt (1997) reported that, the white westerners tend to become very irritated with their fellow black citizens. According to them, Africans are regularly late for important appointments and waste the whole meeting time. They do not adhere to work schedule, do not plan ahead – they are simply too slow. The whites want to start their meetings at exactly the specified time, while they still have more important things (other than the meeting) to do first. Thus, the perception of time is also influenced by cultural values. In actuality, people differ widely in their orientation to time and these perceptions affect their behaviour in many ways. (Rice and Tucker, 1986).

It is stated that an individual's subjective sense of time has four dimensions: biological time, estimates of time spans, historical time and continuity (Nickel, Rice and Tucker, 1975).

Biological Time

Biological time is the awareness of cyclical occurrence of certain bodily experiences such as temperature, heart beat and hormonal secretions. The "diurnal rhythm" or "circadian rhythm" is the term used to describe cycles of approximately 24 hours – day and night, sleeping and waking time. Natural phenomena, such as changes in the phases of the moon or in seasons, are examples of other rhythmic cycles that signify the passage of time. The regularity of breathing, heart rate and other physiological functions are parts of biological time.

Orme and Strughold (1969) reported that a number of days are needed to adjust to a new time zone or work schedule because of the change in circadian or 24 hour rhythm. If these rhythms are completely ignored, a person's concept of reality can become distorted or confused.

Time span

The passage of time is indicated by clocks, but people differ in how accurate their subjective estimates approach objective clock time. Moods such as boredom, hunger and the specific nature of an activity, such as its urgency, also affect people's estimates of duration or time span.

Historical time

Orientating past events in time is another dimension of subjective sense of time. Historical time gives order to previous event. Like perception, interpretation of past events is influenced by culture and language. History or personal experience as viewed by an Arab citizen might be interpreted differently from the interpretation of a Chinese or a South American because of language and cultural background.

Continuity

Continuity is the linkage of past, present and future activities. With continuity, people become attuned to the flow of time and to their personal identities. A person's subjective sense of time, then, forms a part of a perception of reality, influences the arrangement of activities in time, and affects goal setting and goal attainment. If objective clock time would be considered, then time could be classified as a standard against which progress is measured.

Time Perceptions

People perceive time in two basic fashions. Time can either appear to flow, in an ongoing stream of events and moments or it can seem to be a series of cycles correlating to the sequence of nature reflecting the beginning and ending of days, seasons and years. (Watkins, 1986).

Linear Time

In Newtonian physics, there is a recognition that time flows in one direction. Time can be seen as time in motion as in dynamics or time connected to irreversibility as in thermodynamics. Newtonian physics posits time as absolute and universal. The linear perception is mostly held by the whites since to them the past is not of much importance but rather what matters most is the present stage of man. According to Rice and Tucker (1986), the modern European-American (Anglo) societies viewed time as a continuum, like a linear road or ribbon that stretches from the past into the future separable into discreet compartments that can be allocated for specific tasks.

Walt (1997) mentioned that, the west has been in love with its successive linear image of time; it has condemned the past to death and the tomb of irrationality and celebrated the future as the promise of perfectibility. This fact is supported by

Saddir (1999) as he stated that those who live in glamour of the future see the future

holding the success, the unknown and in its folds is the best bet and the past or the

present are no comparison to what is yet to come. In view of this Nunoo-Mettle

(1993) points out that linear concept of time in the western European thought with an

indefinite past, the present and infinite future is practically foreign to Africans. That

is, the whites are more conscious and strict with their time and this makes them more

punctual.

According to Wali (1997), the white sees man as a slave of time and so time

regulates the whole of his life, therefore they tend to have more thorough planning

and tight schedule and procedures which make one effective.

Hall (1959) observed that, among the whites, time is handled much like a

material; they earn it and they spend it. This statement is supported by Rice and

Tucker (1986) as they reported that the perception of time divisions being allocated to

specific activities is brought about by the concept of time being taken as a consumer

commodity.

Circular Perception

The circular perception considers time as a circular system in which the same

events are repeated according to some cyclical patterns (Rice and Tucker, 1986).

According to them, this perception arose from cultures where actions were not

regulated by the clock but rather by the natural cycle of the moon, sun and seasons.

Nunoo-Mettle (1993) pointed out that, the West African's perception of time

is cyclical and not lineal, for time in the African societies is measured in terms of

events and activities which have occurred in the past, the present and those likely to

occur in the immediate future. The fact, however, indicates that to the African, time

is events or what happens to you; that is, without events, time becomes meaningless

and that time ought to be experienced before it can become real. Based on this perception, instead of numerical calendars, phenomenon calendars were used.

According to Rice and Tucker (1986), the future offers no particular promise and is to be anticipated neither with joy nor fear; that is life seems to be the same.

Satbir (1999) stated that, typically, those who lived in the past discovered that all was well "then" and almost all is bad "now". Thus, life in the present continues to be a misery till it also merges and becomes a part of the past.

Procedural Perception

People with procedural perceptions consider the amount of time used for an activity as irrelevant, since activities are procedures. The important variable in this activity is that which is to be done correctly, following the correct procedure rather than performing the task "on time" (Rice and Tucker, 1986). According to them, the most widely studied societies with this orientation are those of the American Indians.

According to Evans-Pritchard (cited in Watkins, 1986), the Nuer people never experience the same feeling of fighting against time since their points of reference are mainly the activities themselves, which are generally of a leisurely and routine character.

Similarly, in his study of the Kabyle in Algeria, Bourdieu (cited in Watkins, 1986), indicated that the tempo of everyday life is related to actual, concrete actions and practices engaged in by these people. These practices form a series of identifiable moments characterized by particular forms of work. Any progression to an abstract conception of calendar, "belies a sense of incommensurable islands of duration, each with its own rhythm, the time that flies by or drags depending on what one is doing" (Bourdieu, cited in Watkins, 1986, p. 10).

The Constraints of Time

We are often not free to plan and carry out activities just as we please. We cannot do one thing hours on end without being interrupted by other activities. Inflexible events restrict our use of time. Inflexible events require us to make more careful estimates for time plans. For example, if a job must be completed before you leave for school or for work, then you must be sure to allow enough time for it.

According to Moore (1963), the day for example may be viewed either as a cycle of sequential activities or as a fixed boundary with which the demands of the body, the mind and the social system must be satisfied by activities, each of which involves an allocation of time from small finite supply.

Although inflexible events can be useful, they can restrict our use of time and have the disadvantage of forcing us to stop a job we would like to continue until it is completed. Inflexible events and other restrictions on our use of time have both advantages and disadvantages. Because of potential fatigue it may be an advantage to be forced to change activity sometimes. Inflexible events require us to make careful estimates for time plan.

According to Steidl and Bratton (1968), the inflexible events in the life of a family, limit the homemaker's freedom to time household work and so the degree of inflexibility of events should however be considered as relative other than absolute, since there are times that certain activities outside what has been scheduled may need to be performed before all other things are done. In addition, the inflexible events in our lives create time boundaries for other events. In our own preferences, for example, we have a tendency to use more time for jobs we enjoy. This may crowd out our other tasks that should be done but are not so enjoyable.

There is no doubt that the total time needed for an activity strongly affects time management. This however varies from person to person.

Major Time Wasters

Few of us will readily admit that large parts of our working days are wasted. MacKenzie (1972, cited in Carnahan et al., 1987, p. 50) had identified the following as major time wasters in institutions and organizations.

- Telephone interruptions
- Drop-in visitors
- Misused meetings
- Crisis management
- Lack of objectives, priorities and daily plan
- Cluttered desk/personal disorganization
- Ineffective delegation of responsibilities
- Attempting too much at once
- Insufficient and unclear communications
- Indecision
- Inability to say "no"
- Leaving tasks unfinished
- Lack of self-discipline

The Ministry of Education (MOE, 2000) seminar on Strengthening Management Practices – Time Management, agreed with MacKenzie (1972) on some major time wasters in organizations or institutions.

The seminar identified phone calls, drop-in visitors, unscheduled meeting, crises, mails, noise and self-imposed interruptions as time wasters (time robbers) that

frequently interfere in everybody's work. It was stated at the seminar that the areas mentioned may be interruptions but also invaluable time savers. The goal is, therefore, not to eliminate all interruptions but to control them.

Time Measurement

Usually, we find ourselves wondering about what we have done throughout the day, the whole week, the whole month and sometimes a year. The answer varies not only from day to day, week to week, but also from moment to moment. (Satbir, 1999).

Formal time measurement helps people socialize and synchronize their activities with those of others. A person who wants to talk to a physician, teacher or administrator often has to make an appointment for a specific time in the future. The appointment is based on the understanding that those involved know what that particular time is; the date and the hour of the day.

A person's sense of time helps to orient himself to the world. But formal time is useful in coordinating events with other people and other places or things. Formal time somewhat parallels the biological concept of time. Because people differ in awareness of these biological cycles and because of the need to coordinate activities, the passage of time has been formalized. The division of centuries, decades, years, seasons, months, days, hours, minutes, seconds and even smaller time divisions are based on natural cycles. Clock and calendars orient people to this formal system of time measurement.

Time is a concept that is understood gradually and the formal measurement of time is the last in a series of time-related learnings. Piaget (1969), reported that children initially need to become sensitive to the order of events in their lives and to the duration or lengths of events. He observed a relationship between time and rate in

young children's concept of time. According to him a faster moving person or object seemed to use less time than a slower moving one. He concluded by saying that an understanding of the objective measurement of time may not be completely developed until a child is between 8 and 12 years of age.

Patterns of Time Use

Time use has been categorized according to its specific application for purposes of personal analysis and for scientific research. Some of the classifications that were applied in research include: work and leisure, employment for pay, personal and family care, sleep and leisure and work time.

Work time

Work is defined here as activities producing measurable results for one's self or others. The varieties of work time include time used for work, for pay, household or home related work and volunteer work.

Employment time

Time devoted to employment for pay is one category of work time. If people are paid by the number of hours, weeks, or months they work, time seems more economically valuable than if work is purely related to meeting needs for survival without monetary return.

Employment time differs with specific job. Work days are not always the standard 8am to 5pm and work weeks do not always extend from Monday through Friday. The specific nature of work hours influences the duration of non-work activities and also affects synchronization of personal activities with those of others. People in executive or professional positions generally have more choice in their work

hours but work longer days or weeks than do those with more regular work hours. Such people may, for example, bring work home from the office or may work beyond closing time, leaving less time for other activities.

Bases of Time Plan

Situation change and time plan are revised, but without some plan, would people be able to anticipate the reasons for these changes and the need for revision? Carefully considered time plans can increase satisfaction and reduce indecision or worry in the use of time and other resources to reach goals. Conservation of time to match needs and wants is the general goal of time management.

Planning time for the various activities is of much importance. Planning has the advantage of saving work time. For a plan can help an individual in carrying out the activities for the day and so attain greater satisfaction.

Gross and Crandall (1963) stated that success can be obtained from the time plan if the plan is controlled and this also depends on the extent to which jobs would be broken down before allotting time to them.

After a time plan has been made it must be implemented, that is, initiated and carried to completion (Gross, Gradell and Knoll, 1980).

Lakei (1973), and Gross, et al. (1980) observed that one pitfall in the implementation of time plan is that, the activity ahead may seem too large to be managed and so the best way to attach such an activity is to break the job down into parts. In support of this statement, Rice and Tucker (1986) stated that in order to increase self discipline, people may find it practical to divide large activities into smaller, more measurable ones. They advised that the implementation of the plan may however be done by the person who makes the plan or may be delegated in parts

or in whole to another or others. Implementing time plan therefore require will power and perseverance in order to translate goals into reality (Rice and Tucker). They continued by noting that people who are enthusiastic and confidence in their planned use of time would be more motivated to complete planned activities than will those who are bored, overwhelmed or lack confidence in their plans.

In conclusion, Anyakoha and Eluwa (1991), pointed out that planning, organizing, implementing and evaluating the uses of time in order to accomplish or perform certain tasks or duties are the processes involved in time management.

Evaluating Time Use

Time is an influential resource because it is used with other resources to reach goals. Evaluating current uses of time is a logical beginning for improvement. This evaluation provides a benchmark against which change can be tailored.

A simple method of evaluation is recalling time use during the previous 24 hours. List all activities and the amount of time used for each. Because people differ in their recall abilities, some activities may be forgotten and time estimates may not be completely accurate. If some listed activities are evaluated as unimportant or excessively time-consuming, it may be necessary to consider omitting or altering the frequency of such activities.

Rice and Tucker (1986), however, observed that, time is a non-renewable resource and every hour that passes is gone for good. Therefore since time is finite, priceless and irreplaceable, it makes sense to undertake a periodic review of how it is being used to determine whether the use of time is in line with long term personal goals.

Summary of the Literature Review

This review of the literature established theoretical and conceptual framework in addition to some valuable information on the concept of time and its management.

According to Rice and Tucker (1986), people differ widely in their orientation to time. While some people can estimate time accurately, other people overestimate or underestimate time. The two basic forms in which people perceive time have been mentioned – The linear and circular time. The linear perception is mostly held by the whites as expressed in the chapter by Rice and Tucker (1986), Walt (1997) and Satbir (1999). Nunoo-Mettle (1993), pointed out that linear concept of time in the Western European, is practically foreign to Africans. According to him, the whites are more conscious and strict with their time, hence they are more punctual. To Walt (1997), the white sees man as a slave to time and so time regulates the whole of his life.

It has been reported that in some cultures, activities are not regulated by the clock but rather by natural cycle of the moon, sun and seasons. This group of people consider time as a circular system in which the same events are repeated according to some cyclical patterns. Nunoo-Mettle (1993), cited West Africans as an example of people whose time perception is cyclical and not lineal. According to him, African societies measure time in terms of events and activities which have occurred in the past the present and those likely to occur in the future. Based on this perception, phenomenon calendars were used instead of numerical calendars.

There are others who also consider time used for an activity as irrelevant, since activities are procedures. According to Rice and Tucker (1986), people with procedural perception consider performing an activity using the correct procedure rather important than performing the task on time.

The chapter also dealt elaborately on the constraints of time, referred to as time wasters by MacKenzie (1972) and others. The time wasters identified include: telephone interruptions, drop-in visitors, delayed meetings, ineffective delegation of responsibilities, inability to say 'no' even under severe pressure, procrastination, personal disorganization/cluttered desk, leaving task unfinished; lack of objectives, priorities and daily plans. It is not an overstatement to say that the maximum time needed for an activity strongly affects time management. Undoubtedly, formal time measurement helps people to socialize and synchronize their activities with those of others.

Pattern of time use has been categorized in the chapter according to its specific application. The specific nature of work hours influences the duration of nonwork activities. Some of the classifications applied include: work and leisure, employment for pay, personal and family care, sleep and leisure time.

Finally, the chapter touched on the need for time plan and its evaluation. It has been stressed or emphasized that, carefully considered time plan can increase satisfaction and reduce indecision or worry in the use of time and other resources to reach goals. Planning time for various activities has the advantage of saving work time and help the individual in carrying out the activities for the day with greater satisfaction. Rice and Tucker (1986), observed that, as time is finite, priceless and irreplaceable, it makes sense to undertake a period review of how it is being used. If some listed activities are evaluated as unimportant or excessively time-consuming, then, it is necessary to consider omitting or altering the frequency of such activities in order to achieve maximum satisfaction in the use of time in line with set goals.

CHAPTER THREE

METHODOLOGY

Introduction

Educational researchers use several methods to study problems related to teaching and learning. The critical differences between the various approaches include:

1. the ways researchers design their studies

2. the ways they collect information, and

3. the means they use to interpret their results.

This study is a systematic attempt made to identify the existing time wasters and to determine the impact the time wasters have on the administrative heads of Ghana National College in their time management practices.

Research Design

The term "research design" has both a general and specific meaning. The general meaning of research design refers to the presentation of the plan for the study's methodology. The specific meaning of research design refers to the type of study.

Type of study and design

The methodology the research adopted for this study is the survey. A survey is one type of descriptive research. Adopting this form of approach, the researcher used questionnaires and interviews to gather information about some characteristics, attitudes and measures taken by the administrative heads of Ghana National College in their time management practices.

Rationale for the design

The purpose of the study has been to determine the time management practices of the administrative heads of Ghana National College. To bring this to fruition, the major time wasters in institutions or organizations as identified by MacKenzie (1972) were used by the researcher to design the instruments which were administered to the respondents.

As mentioned in the literature review, there are some time wasters that frequently interfere in everybody's work. These time wasters (eg. telephone) may be interruptions but are also invaluable time savers. The task of the researcher has been to determine the extent to which the respondents were able to control the identified time wasters. The quantified responses from the instruments designed were used to determine the time management practices of the administrative heads of Ghana National College.

Strengths and weaknesses of design

A descriptive survey as already mentioned is a type of research in which questionnaires or interviews are used to gather information about the characteristics of some phenomenon or measure people's opinion or attitudes on some subjects.

Although it is difficult to do "good" survey research, the results of survey are easily understood. In this particular case, as with some others, the results are presented numerically, describing the number and percentages of people who have specific characteristics or who believed in a particular way. It is simple and straight forward to follow. This descriptive approach took the forms of an ethnography. Ethnography is a word that comes from the field of anthropology and means an extensive study of an intact group of people or a particular role group (Arends, 1991). One of the strengths of this approach is that it helps to collect extensive information

so that a rich description and in-depth understanding of the research problem will result. This type of research uses observational technique where the researchers get quite close to the subject they are studying. In fact, some become participants themselves and try to influence the problems they are studying.

As contrasted to collecting information using questionnaires or interviews, observation allows the researcher to study the point of view of a group or personal and in turn, construct a more complete picture of the situation. A weakness of this type of research, however, is that the researcher is only studying a single or smaller number of cases. Combining the questionnaire and interview with the observation has made it possible to elicit the information from all the respondents involved in this study.

Population and Sampling

The population involved in this study was the administrative heads of Ghana National College. This included the Headmaster and his two assistants, the Heads of Departments, the House staff (made up of the Senior Housemasters, Senior Housemistresses, the Housemasters and Housemistresses), the Accountant/Bursar, the Domestic Bursar and the Maintenance Officer. The total number of respondents considered as the total population of this study was 36.

The respondents were grouped for the purpose of data analysis as follows:

Heads of School (HOS), 6 respondents.

Heads of Department (HOD), 6 respondents.

Housemasters and Housemistresses (HM), 24 respondents.

Technical Staff (TS), 3 respondents.

The respondents were specifically grouped according to their administrative roles. The entire population was studied instead of drawing a sample from it. This approach was adopted because of the small size of the population.

Instruments

The main research instruments used were – a self-developed questionnaire and interview guide. The instruments were designed with the help of an experienced member of staff of the Institute of Educational Planning and Administration (IEPA).

(a)   Questionnaire

A 25-item logically ordered questionnaire (Appendix A) was designed to gather data on the impact of major time wasters on the use of official work time by the administrative heads of Ghana National College. Apart from the demographic questions, which were based on the background and experience of respondents, three other relevant sections were dealt with. The questions were based on possible time wasters in the work environment, individual characteristic/style and work schedule and action.

(b)   Interview Guide

To get in-depth information about the time management practices of the administrative heads of Ghana National College, a 16-item interview Guide (Appendix B), which was structured in the forms of the questionnaire was designed and administered. The interview guide was to supplement the work of the questionnaire and to seek clarification of the observations made in the area of waste of official work time by the administrative heads.

The instrument used were reliable. The investigator used the qualitative method to estimate reliability. This method according to O'Sullivan et. al. (1989), requires that the investigator reviews a measure to decide whether terms are precisely

defined, ambiguous items or terms have been eliminated, information is accessible to respondents, multiple-choice responses cover all probable responses and directions are clear and easy to follow. All these were taken care of by the investigator or the researcher.

The items format was determined by asking the respondents to tick the appropriate answers among the alternative responses provided for the close-ended questions. With the few open-ended questions the respondents were to provide the appropriate information in the spaces provided or select the best options as the case may be, from the list of options provided.

Data Collection Procedure

One text on questionnaire design contains the statement "if you do not have the resources to pilot test your questionnaire, don't do the study" (O'Sullivan et al. 1989, p. 210).

A pilot study was conducted using some selected teaching and non-teaching staff members. The study made it possible to correct few ambiguous items in the questionnaire before the actual data collection period. For example a question was asked in the questionnaire – Do you have an office where you work? The options provided were "Yes" and "No". The follow up question was – How many colleagues share the office with you? The options provided were (a) Nobody (b) One (c) Two (d) More than two. Since the study to be conducted was on time management practices, the investigator's questions were aimed at finding out about the level of interruption of work time by colleagues.

As a response to the first question, it was discovered that only the few privileged staff members with personal offices selected "Yes" as their option. The rest of the respondents selected "No" as the option to that particular question. The

follow up question was answered on the same line. Those who selected "No" as the option for the first question either selected "Nobody" as the option or did not select any option for that question. One respondent wrote "Not applicable" against that particular question.

It became clear that the word "office" was misconstrued. The Oxford Advanced Learner's Dictionary defines "office" as "a room, set of rooms or building used as a place of business, especially for administrative work". Since most of the staff members have a place where they work (including the staff room) the selected options were snot the best in some cases. This has necessitated the inclusion of room (which was put into bracket) into the sentence to read – Do you have an office (room) where you work? To distinguish between those who shared smaller offices (rooms) from those who used the staff room as their office, the options provided in the follow up question included the use of the staff room as one of the options.

Similarly, some selected staff members were interviewed during the pilot study. This exercise has helped the researcher to get a clearer picture of the task involved in the study.

Questionnaire

The questionnaires were delivered to the respondents personally by the researcher and again collected from them by the same investigator (researcher). The researcher made sure that all the respondents returned their completed questionnaires since the population involved in the study was a very small one. This exercise was done within a period of two weeks. It could have taken a lesser time for the researcher to collect the completed questionnaires but for the unexpected intermittent breaks that made some of the heads to travel out of the school. All the questionnaires sent out were duly completed and were collected by the researcher.

Interview

Appointments were booked with the respondents and each one of them was interviewed at the appointed date and time. This became possible as the researcher was working at the school where the study took place. A convenient time was agreed between the respondent and the researcher for the interview and this has resulted in the 100 percent coverage of those selected for the interview.

Data Analysis

The data collected were organized into the appropriate groups and were tabulated. The responses for the few open-ended questions were compared. Those with the same views were grouped together.

The main methods used in analyzing the data were simple percentages and descriptive statistics. The researcher calculated percentages for all the questions that were related to the time management practices the researcher wanted to find out about. These were built into tables and descriptive statistics were used to summarize the various responses.

CHAPTER FOUR

RESULTS AND DISCUSSION OF FINDINGS

Introduction

An administrator's success depends on a variety of factors, including education, training, experience, the resources available and to a great extent the problems to be solved and other conditions that influence the day's activities.

This chapter deals with the results and discussion of findings of the group selected for the study. This group – The administrative heads of Ghana National College has been classified into sub-groups according to their work schedule. This classification was of particular importance as it was thought likely to reflect on the time management practices of the staff being studied in Ghana National College.

The sub-group labeled – "Head of School (HOS)" represents the Headmaster and his two assistants, "Heads of Departments (HOD)" represent all the sectional heads of the various programmes being offered in the school. The "Housemasters and Housemistresses (HM)" represent or include all the Housemasters and Housemistress, Senior Housemasters and Senior Housemistresses. "The Technical Staff (TS)" refers to the Principal Accountant/Bursar, the Domestic Bursar and the Maintenance Officer.

Background/Experience of Respondents

The questions the respondents answered in the questionnaire touched on issues that would help elicit the truth about time management practices of the administrative heads of Ghana National College (G.N.C.).

The 2000 population census conducted in Ghana has affirmed the assertion that women are in majority as far as the population of the country is concerned.

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However this numerical advantage has not reflected in many administrative positions in the country. The population of the females in the administrative set up of Ghana National College was not better. Table shows the classification of the administrative staff by gender. Out of a population of 36 respondents, which formed the administrative staff of G.N.C. in the survey conducted, only 9(nine) were females. This figure represented 25 percent of the total population of the administrative heads.

Table 1

Classification and distribution of respondents by gender

Reference Group	Male	(Percentage)	Female	(Percentage)	Total
Heads of School (HOS)	2	(7.4)	1	(11.1)	3
Heads of Department (HOD)	6	(22.2)	0	(0.0)	6
House and Housemistresses (HM)	17	(63.0)	7	(77.8)	24
Technical Staff (TS)	2	(7.4)	1	(11.1)	3
Total	27	(100.00)	9	(100.0)	36

The male dominance in top management position has also been confirmed as the males formed 75 percent of the population of the administrative staff. There was not a single female among the Heads of Departments. Even within the housemasters and housemistresses, referred to in the school as "House staff", the male dominance has appeared. Out of a population of 24 house staff members, 17, representing 70.8 percent were males. There was not a single sub-group where the females had the upper hand. They continued to play a second fiddle to their male counterparts in terms of number at the administrative level.

The study conducted on the educational background of the respondents
revealed that the administrative staff of G.N.C. were academically and professionally
qualified. Table 2 gives a detailed account of the educational background of the
respondents according to sub-groups.

Table 2

Educational qualification of respondents

Level of Education	HOS	HOD	HM	TS	Total	(%)
Certificate	-	-	-	2	2	(5.6)
Diploma	-	-	7	1	8	(22.2)
Bachelor degree	3	5	15	-	23	(63.9)
Master's degree	-	1	2	-	3	(8.3)
Total	3	6	24	3	36	(100.0)

NB: The figures in the brackets represent the percentages. The abbreviations used are the
same as explained in Table 1.

According to the study, over 70 percent of the administrative heads had
Bachelor or Master's Degree. As many as 23 respondents out of 36, representing 63.4
percent had Bachelor Degrees while 8.3 percent which represented 3 people, hold the
Master's degree. One interesting discovery worth mentioning is that the lowest
qualification recorded was traced to the Technical staff. The highest certificate for the
Technical staff was a Diploma certificate. This certificate happened to be the lowest
for the House staff members. None of the members of HOS or HOD recorded a
Diploma certificate as the highest educational qualification. This gives an idea about
the calibre of personnel holding administrative positions in Ghana National College.

Work Environment

As mentioned earlier in this chapter, the resources available contribute to a large extent the success of failure of an administrator, depending upon how judiciously they are used. A favourable work environment in a way helps to motivate a worker to work hard.

From the study it has come to light that 75 percent of the respondents (27 out of 36) have not got favourable office accommodation; 61 percent (22 out of 36) of the respondents used the staff room as offices. Some respondents also shared rooms with two or more colleagues. Only 25 percent of the respondents could boast of single office accommodation where interruption of colleagues was not a regular occurrence. When the respondents were asked whether their work time used to be interrupted by their colleagues, 23 out of 36, representing 63.9 percent, responded in the affirmative. Out of the number that used the staff room as office, 68.2 percent of them (15 out of 22) were of the view that their work time was interrupted by their colleagues.

A question was posed in the questionnaire in line with the second research question to probe further the extent of interruption by colleagues and other workers of the administrative staff. Table 3 summarized the responses.

Table 3

Interruption of work time by colleagues and other workers

Response	HOS	HOD	HM	TS	T	(%)
Never	-	1	5	1	7	(19.4)
Occasionally	2	4	14	1	21	(58.3)
Frequently	1	1	5	1	8	(22.3)
Very Frequently	-	-	-	-	-	(-)
Total	3	6	24	3	36	(100.0)

It has been established in the studies conducted by other researchers that interruption of works time by colleagues and other workers is a natural phenomena. Interruption of work time can never be eliminated in any human institution. The best that could be done is to reduce the frequency of the interruption. About 58 percent of the respondents, representing 21 out of 36, claimed the interruptions were done occasionally. Another 8 respondents, representing 22.3 percent were of the view that the interruptions of work time were frequent.

According to the statistics provided in Table 3, none of the respondents claimed the interruption of work time was very frequent. Only 19.4 percent (7 respondents) asserted that their work time was never interrupted. Majority of the respondents (29 out of 36), representing about 81 percent declared that interruption of work time occurred occasionally or frequently.

Interruption of work time could not be limited to internal sources alone. There are external sources of interruption of work time. An example is the telephone. Though the telephone is made to be an invaluable time saver, it could become a major time waster or time robber when it is not used effectively.

From the study, telephone facilities were provided in Ghana National College. About 50 percent of the administrative staff had access to telephone. Some of the respondents had their personal mobile phones in addition to those installed ones in the offices. The few without the telephone facilities in their own offices were using those provided at the main office of the administration block. Table 4 deals with interruption of work time by telephone calls. The researcher had to find out the duration of the calls in order to have a fair idea about the average daily interruption of work time.

Table 4

<u>Average daily interruption of work time by telephone calls</u>

Duration	HOS	HOD	HM	TS	T	(%)
0 – 5 minutes	-	6	16	1	23	(63.9)
6-10 minutes	2	-	6	-	8	(22.2)
11-15 minutes	-	-	1	1	2	(5.6)
Over 15 minutes	1	-	1	1	3	(8.3)
Total	3	6	24	3	36	(100.0)

From the table, 23 out of 36 respondents used between 0.5 minutes on the average per day on calls. This figure represented 63.9 percent of the population. It has been discovered from the study that those who spent longer time on calls were those who had their own offices installed with the telephone facilities. For example the average daily interruption of work time by respondents in the HOD sub-group ranged between 0.5 minutes whereas those of HOS (Heads of School) ranged from 6 minutes to over 15 minutes. Four out of the HOD's (Heads of Departments) had no personal offices where telephone facilities were available. Even the two HODs who had private offices had no telephone at their offices. Members of the technical staff with office accommodation spent between 0-5 minutes to over 15 minutes on telephone interruptions. Those who spent more on telephone calls were those with the facilities in their offices. This has confirmed the assertion that some level of interruption of work time by the use of telephone, existed among the administrative staff of Ghana National College.

Individual Characteristic/Style

Another external time waster the researcher looked for was the problem of drop-in visitors. Ghana National College being one of the institutions in the country, receives visitors daily. Those visitors come with different issues. It was noted in the study that sometimes prior appointments were made with the administration before the visitors come. Some of them did come without prior appointment with the school authorities. A question was put to the respondents whether people normally make appointments with them before they come. About 36 percent of the respondents said it was rare; 61 percent said it was the case sometimes and about 3 percent said it was generally the case. The response of the 35 out of the 36 respondents representing 97 percent who stated that prior appointments were rare but sometimes done, have proved the existence of the drop-in visitors in the system. The respondents were asked to state on the average the number of drop-in visitors received each day. According to the majority (88.8 percent) of the respondents, they received between 1 – 3 drop-in visitors each day. The rest of the respondents (4 out of the 36) representing 11.2 percent received between 4 – 9 drop-in visitors daily. The probe went further to know the number of minutes spent on the average with the drop-in visitors. Table 5 shows the time spent on drop-in visitors according to the sub-groups.

Table 5

Time spent on drop-in visitors

Minutes	HOS	HOD	HM	TS	T	(%)
1 – 5 minutes	2	5	11	2	20	(55.6)
6-10 minutes	1	1	10	-	12	(33.3)
11 – 15 minutes	-	-	3	1	4	(11.1)
Over 15 minutes	-	-	-	-	-	(-)
Total	3	6	24	3	36	(100.0)

The time spent on the drop-in visitors as recorded in Table 5 ranged between 1 – 15 minutes. However none of the respondents spent over 15 minutes with any drop-in visitor. Majority of the respondents (55.6 percent) spent between 1 – 5 minutes on the average each day on the drop-in visitors. According to the data gathered, the Housemasters and Housemistresses (HM) faced interruptions by the drop-in visitors more than any other group of administrators. Apart from being the only group covering a wider time range, as many as 13 out of 24 respondents in the group, spent between 6 – 15 minutes each day on drop-in visitors. When the respondents were questioned whether programmes were put in place to receive the drop-in visitors, about 78 percent, representing 28 (out of the 36) respondents answered in the negative. This has confirmed the fact that there were interruptions of work time by the drop-in visitors. This form of interruption was categorized under the time wasters MacKenzie (1972) referred to in chapter two, which research question one seeks to find out.

The best laid plans for managing time are always to some extent in the hands of others. You work with others most often when you attend meetings. Meetings consume a large proportion of the average working week. Making sure that meetings run smoothly and achieve their purpose is an essential ingredient of time management. Misused meetings can be one of the greatest time wasters. It is imperative, therefore, that time is thus lost by people attending unnecessary meetings or by meetings failing to achieve their objectives. The data collected from the respondents indicated that meetings were organized by the administrative heads of Ghana National College. About 60 percent of the respondents asserted that they had meetings occasionally. The remaining 40 percent of the respondents said their meetings were frequently held. Information gathered from the interviews conducted

revealed that many of such meetings were not attended punctually. Table 6 shows the duration of meetings.

Table 6

Duration of meeting with colleagues and subordinates

Minutes	HOS	HOD	HM	TS	T	(%)
Less than 1 hour	-	2	5	3	10	(27.8)
1 – 2 hours	3	4	15	-	22	(61.1)
2 – 3 hours	-	-	4	-	4	(11.1)
Over 3 hours	-	-	-	-	-	(-)
Total	3	6	24	3	36	(100.0)

A glance at Table 6 shows that meetings were generally held between 1 – 2 hours by the administrative heads of Ghana National College. This conclusion could be drawn based on the fact that, apart from the 4 house staff members, representing 11.1 percent of the total population, no other group stated that their meetings went beyond 1 – 2 hours. Majority (62.5%) of the house staff members (15 out of 24) which formed 41.7 percent of the total population of the administrative heads stated that their meetings were held between 1 – 2 hours. The fact still remains that the meetings were not attended punctually and would therefore affect the actual work time of the administrative staff. It would not be out of place to state that the meetings went beyond the 1 – 2 hours stated. Considering factors such as lateness and the frequency of the meetings mentioned earlier, so much time was wasted on meetings by the administrative heads.

It is difficult sometimes to work on a cluttered desk. Items can get lost and you can also be distracted too easily. Whenever you begin to work on one task,

something else will cause you to waste considerable time before you will return to the
task at hand. Table 7 deals with cluttered desk emanating from personal
disorganization.

Table 7

Personal disorganization/cluttered desk

Response	HOS	HOD	HM	TS	T	(%)
Rarely	2	4	18	2	26	(72.2)
Sometime	1	2	6	1	10	(27.8)
Often	-	-	-	-	-	(-)
Very Often	-	-	-	-	-	(-)
Total	3	6	24	3	36	(100.0)

A look at Table 7 reveals that a level of personal disorganization by way of
cluttered desks has existed among the administrative staff of Ghana National College.
Out of the 36 respondents contacted in the study, 26 of them representing 72.2 percent
were of the opinion that cluttered desk was rare. Notwithstanding the views
expressed by the majority, 10 of the respondents which represented 27.8 percent of
the total population claimed that personal disorganization by way of cluttered desk
has been with them.

Looking at the table critically, apart from the housemasters and
housemistresses' sub-group that had a quarter (25 percent) of the members attesting to
the fact that cluttered desks was rare, 33.3 percent of each of the other sub-groups
agreed that to some extent, cluttered desk was one of the time wasters among the
administrative staff of Ghana National College.

As stated earlier, many problems that administrators face result from factors in their environment. Some of the factors of the environment are our family, friend and culture. Family, friends and cultural background influence how we use time. For example a person, who is married and has a family, may sometimes need to direct time and energy away from immediate work objectives and direct it towards family objectives. How administrators balance these opposing responsibilities and pressures would depend on the values of their culture and the expectations of the people close to them. Table 8 deals with how anxiety from domestic, health, financial and others affected effective use of time.

Table 8

Anxiety from domestic, health and financial matters

Response	HOS	HOD	HM	TS	T	(%)
Never	-	2	3	1	6	(16.7)
Occasionally	3	4	21	2	30	(83.3)
Frequently	-	-	-	-	-	(-)
Very Frequently	-	-	-	-	-	(-)
Total	3	6	24	3	36	(100.0)

From table 8 above, it is evidently clear that some level of anxiety from domestic, health and financial matters affected the effective use of time. This conclusion was based on the fact that only 6 respondents out of the 36, representing 16.7 percent stated that anxiety from domestic issues and health problems has never affected their effective use of work time. As high as 83.3 percent of the respondents have affirmed that anxiety from domestic issues, health problems and financial matters occasionally affected their effective use of works time. Interestingly, majority

of the respondents in each of the sub-groups have attested to this fact as can be seen from table 8. For example, all the 3 respondents under the Heads of School (HOS) have all selected occasionally as the option. This gave a 100 percent approval in their case. Referring to the Housemasters and Housemistresses (HM), while 3 respondents, representing 12.5 percent were of the view that anxiety from domestic issues and others has never affected their effective use of time, 87.5 percent of the respondents (21 out of 24) attested to the fact that anxiety from domestic issues and health problem occasionally affected their effective use of work time. Though the higher degrees of the responses which should have elaborated on the regularity of the occurrences were not selected by any respondent, the fact still remains that anxiety from domestic issues and others, affected the effective use of work time of the administrative heads of Ghana National College.

There are many factors that contribute to the completion of a task after a deadline. Some of these factors may be external while others internal or self-generated such as indecision or procrastination. External factors can be traced to interruptions from phone calls and drop-in visitors. These factors have been referred to as time wasters in the literature review.

It is a fact that some jobs take more than we think. This is the reason why it is necessary to plan or budget activities or set objectives and prioritize them. Over-estimation of our own ability sometimes affects our judgment. There is an old saying in the work of Carnaham et al. (1987), when paraphrased says that even with good time management, you may sometimes have to work late but with practice it happens less often. When the respondents were asked whether they had the occasion to complete some official tasks after the deadline, about 78 percent of the respondents (28 out of 36) have stated that they had occasions to complete some official tasks after

the deadline. The remaining 22 percent replied in the negative. Table 9 addresses

the factors which best accounted for the completion of official tasks after the deadline.

Table 9

Causes of delays in completing tasks on time

Factors	HOS	HOD	HM	TS	T	(%)
Other official duties	1	2	8	1	12	(42.8)
Drop-in visitors	-	-	1	-	-	(3.6)
Very short deadline	2	1	8	2	13	(46.4)
Procrastination	-	1	1	-	2	(7.2)
Total	3	4	18	3	28	(100.0)

The most common causes of delay in completing tasks after the deadline as

mentioned by the respondents were: other competing official duties and tasks with

very short deadlines. These two main causes were mentioned by all the sub-groups.

About forty-three percent, representing 12 out of 28 respondents stood for other

competing official duties while 13 out of 28, representing 46.4 percent opted for tasks

with very short deadlines. Among the housemasters and housemistresses (HM), 8 out

of 18 respondents, representing 44.4 percent selected other official duties as one of

the causes of delay. The other causes of delay mentioned were drop-in visitors and

procrastination, which in fact were not common with all the sub-groups.

Procrastination as a cause of delay was mentioned by a respondent among the HOD's

and another among the HM's (Housemasters and Housemistresses). Drop-in visitors,

as a cause of delay was mentioned only by one respondent among the Housemasters

and Housemistresses (HM).

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These factors mentioned as causes of delay in completing tasks after deadline have been referred to as time-wasters or time robbers. In effect, the factors mentioned as causes of delay in completing tasks which were duly selected as options by the respondents attested to the fact that these time wasters affected the effective use of work time of the administrative heads.

If some listed activities are evaluated as unimportant or excessively time-consuming, it may be necessary to consider omitting or altering the frequency of such activities or to learn short cuts to the completion of such tasks. According to Deacon and Firebough (1988, p. 220), "a person dissatisfied with current time use, may feel pressured by time demands and may want to improve the effectiveness of its use" Table 10 talks about feeling pressurized to accept tasks.

Table 10

Feeling pressurized to accept tasks outside one's plan

Response	HOS	HOD	HM	TS	T	(%)
Yes	3	3	13	1	20	(55.6)
No	-	3	11	2	16	(44.4)
Total	3	6	24	3	36	(100.0)

According to the data collected, about 56 percent of the respondents, representing 20 out of the 36, felt pressurized sometimes to accept tasks outside their own plan. About forty-four percent of the respondents were of contrary opinion. Apart from the Technical Staff where majority of the respondent did not feel pressurized, the rest of the sub-groups had the majority that felt pressurized. All the three respondents under the Heads of School (HOS) agreed that they sometimes felt pressurized to accept tasks which were outside their plans.

and obligations is crucial for effective time management. It is therefore important to

budget activities. Table 12 provides a data on how the respondents felt about their

workload and the time at their disposal to complete them.

Table 12

Respondents opinions about being over loaded

Response	HOS	HOD	HM	TS	T	(%)
No	1	3	20	2	26	(72.2)
Yes	2	3	4	1	10	(27.8)
Total	3	6	24	3	36	(100.0)

When the respondents were asked whether they were overwhelmed·by the

number of tasks and time available to complete them, about 72 percent (26 out of 36)

of the administrative staff responded in the affirmative. The remaining 28 percent (10

out of 36), felt they were not overwhelmed by the number of tasks. Interesting

comparisons can be made from the table provided. For example, as majority

(67 percent) of the sub-group "HOS" claimed they were not overwhelmed, the same

percentage of the technical staff (TS) felt they were overwhelmed by the number of

tasks and time available to complete them.

The feeling of being over loaded can cause a whole lot of psychological set

backs resulting in using longer time to complete the tasks. When the respondents

were asked whether their tasks usually take longer time than expected, it was not

surprising that over 50 percent admitted that their tasks took longer time than

expected.

The fact that there are interruptions and even the tasks that you might have performed before may have some differences, it is necessary to decide on a realistic number of important activities to be completed within a given time.

Prioritizing a task is one of the ways to use time effectively. New information may change a task's importance or urgency. It may push an urgent job off its plan or programme. It is, therefore, necessary to alter priorities continually in line with changes or new information. Table 13 deals with leaving a task for another because of competing demands.

Table 13

Leaving tasks unfinished due to competing demands

Response	HOS	HOD	HM	TS	T	(%)
Never	-	3	1	-	4	(11.1)
Occasionally	3	3	22	3	31	(86.1)
Frequently	-	-	1	-	1	(2.8)
Very Frequently	-	-	-	-	-	(-)
Total	3	6	24	3	36	(100.0)

According to the statistics provided, 4 respondents representing 11.1 percent (4 out of 36) never left tasks which were not completed for other tasks because of competing demands. About eighty-six percent representing 31 respondents occasionally left their main tasks for different ones. Only one respondent, representing 2.8 percent stated there was that frequency of leaving a task for another due to competing demands.

Analysing critically the responses of the respondents, it was clear that majority of them (97.2 percent) could not alter their priorities frequently in line with changes or new information.

In order to elicit the truth about their time management practices, the administrative heads were asked to state how often they set aside time to review and prioritize demands on their time. See table 14 for details.

Table 14

Reviewing and prioritizing demands on time

Response	HOS	HOD	HM	TS	T	(%)
Never	-	-	2	-	2	(5.6)
Occasionally	2	5	16	3	26	(72.2)
Generally	1	1	5	-	7	(19.4)
Always	-	-	1	-	1	92.8)
Total	3	6	24	3	36	(100.0)

According to the data provided, it has not been a regular practice of the administrative staff of Ghana National College to set aside time to review and prioritize demand on their time. The data has shown that 72.2 percent (26 out of 36) of the respondents occasionally reviewed and prioritized demands on their time. The remaining 27.8 percent represented those who expressed different opinions. Seven of the respondents from three different sub-groups of the administrative staff asserted that they generally reviewed and prioritized demands on their time. However, 2 out of 36 respondents, representing 5.6 percent confessed that they have never set aside time to review and prioritize demands on their time.

Information gathered from majority of the respondents during the interviews and the data from the questionnaire has confirmed the assertion that reviewing and prioritizing of demands on time has not been a regular activity but an occasional one.

Discussion of Findings

The study revealed that some of the activities which were categorized by MacKenzie (1972), as major time wasters were seen with the administrative heads of Ghana National College. This information provided has addressed the first research question which was – to identify the problems or activities that disturbed the time management practices with regard to set goals of the administrative heads of Ghana National College. After analyzing the data collected, the study revealed the following existing time wasters – interruptions by colleagues and subordinates, drop-in visitors, telephone, misused meetings, ineffective delegation, inability to say 'no', personal disorganization/cluttered desk, leaving tasks unfinished, lacks of objectives, priorities and daily plan. These time wasters were identified to have negative impact on the time management practices of the administrative heads of Ghana National College. For example, the internal and external interruptions which were caused by colleagues and other subordinates, drop-in visitors and the telephone, usually forced the administrative heads to leave their planned schedule for a while to attend to other things. Sometimes these planned activities had to be abandoned mid-stream for another thing altogether. These interruptions did not only distract the attention of the personnel concerned, but were also responsible for the wasting of precious work time. This continuous waste of work time contributed a great deal to the non-achievement of set goals on time as indicated in the study.

The MOE (2000) Seminar on Strengthening Management Practices – Time Management, which was referred to in the literature review, also agreed with

MacKenzie on some of the major time wasters. The two sources stressed that time wasters are responsible for wasting a lot of our working day. This finding could be related to the research question – to what extent did the time wasters affect the achievement of set goals of the administrative heads of Ghana National College? The wasting of work time through the activities of these time wasters was responsible for tasks not being completed on schedule according to the study. For example, the study revealed that about 78 percent of the administrative heads agreed that tasks were completed after deadlines. When they were quizzed about the factors that were responsible for this trend of event, the same known time wasters were mentioned – internal and external interruptions caused by colleagues and subordinates alike, the long and continuous use of the telephone which had nothing to do with the planned tasks, and the regular drop-in visitors. These activities actually affected the time plan as well as the set goals.

Another area of concern mentioned in the study was the ineffective delegation of responsibilities. Though delegation is necessary, it should be properly timed not to get the displeasure of the person who is supposed to take up that responsibility. According to the findings of the study, the tasks delegated by the administrative heads to their colleagues and other subordinates were of short deadline. A situation which made some to feel pressurized since it was impossible to combine their own schedule with the new assignment to be able to achieve the set goal on time. Some personnel could not have the courage to say 'no', though they were under severe pressure of work which needed urgent attention as well. Taking up such added responsibility was more detrimental than advantageous to set goals. It could be said with all certainty that, competing demands disturbed the time management practices vis-à-vis the set goals at the level of urgency and degree of importance. The importance of a task in

terms of time deals with how long one should spend on it. Urgency is defined – when the task should be done. Sometimes urgency is defined in terms of other people's need for the completion of the task, and may therefore not be related to your own personal view of importance.

Since tasks are of different importance, there is the need to tackle them according to their order of urgency. This is where categorization and prioritization are necessary. Similarly, we should remember that goals can change so can priorities. It is therefore necessary for the administrative heads to alter priorities continually in line with new information to avoid being over pressurized or attempting too much at once or leaving tasks unfinished or completing task after deadline. For these were some of the reasons assigned for set goals not to be achieved on time as inferred from the results of the findings.

The study has also revealed that the administrative heads have not regularly been reviewing and prioritizing demands on time. This finding was based on the analysis of the responses from the questionnaire and the interview guide. For example, the administrative heads were asked whether they set aside time to review and prioritize demand on their time? In response to this question, about 72 percent of them said reviewing and prioritizing demand on time were done occasionally. Even about 6 percent of the population confessed they were not done at all. This findings relate to the research question – what strategies were put in place by the administrative heads of Ghana National College to control the time wasters in order to achieve maximum result of set goals in their use of time?

Rice and Tucker (1986), was quoted in the literature review as saying that – since time is finite, priceless and irreplaceable, it makes sense to undertake a periodic review of how it is being used to determine whether the use of time is in line

with long term personal goals. In contrast, according to the study, about 78 percent of the administrative heads have not made it a regular practice to review and prioritize demands on their time.

Time spent traveling to and from a place of employment is also a part of work time. As a control measure against lateness of staff, a mass transportation was provided to bring any staff far away from the school to work. This measure was to cut down on wasting of work time. Similarly, notices were used to reduce the frequency of emergency meetings which accounted for some wasting of work time on the part of the administrative heads. Since the drop-in visitors accounted for the greater part of the delays in achieving set goals (because of their frequent interruptions), specified dates were given to parents to visit their wards. Parents were to visit their wards twice in a month and this was restricted to the week-ends. Though this information was displayed on the school's signboard erected at the entrance of the school gate, some parents at times come in during the week days to interrupt planned activities. Similarly, the decision taken to bring workers to works on time could not be adhered to rigidly. Sometimes the vehicle was sent to do other urgent tasks or sometimes had a break down, making the staff to report to work late.

The study has revealed that, not much has been done by the administrative heads of Ghana National College by way of strategies to control the time wasters in order to achieve maximum result of set goals in their time management practices. Activities that caused the wasting of precious time continued. The frequent interruption by colleagues and other workers could not be avoided or controlled since the office accommodation could not improve. The interruption of the drop-in visitors could not be curtailed. Those parents, who were not happy with the restriction placed on their visit to the school, were coming under the disguise of making enquiries about

the fees of their wards or other related issues. The long and frequent use of the telephone, the frequent and lengthy meetings to discuss disciplinary issues, and others continued to affect work time. Delegation, which is one of the strategies that can be used to lesson pressure if one could not get time for important goals, projects and activities that need immediate attention, was rather done ineffectively. It puts pressure on others because of poor timing and planning. The absence of daily time plan to direct activities outside the contact hours of the teaching and learning activity has also contributed a lot to the wasting of work time.

In effect, the administrative heads have wasted a lot of official work time in their time management practices through lack of control plans and in some cases through circumstances beyond their control.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary, conclusion drawn from the findings, recommendations for progress and suggestions for future research.

Summary

The study was an investigation made into the time management practices of the Administrative Heads of Ghana National College.

The heterogeneous activities, from teaching and learning, to administrative duties, to organization and supervision of co-curricular duties performed concurrently in the institution, had put pressure on the use of time – a resource which is limited and non-renewable.

MacKenzie (1972), asserted that time wasters are available in all institutions or organizations. Based on this premise, a research was conducted to identify the time wasters, to ascertain the impact of the time wasters on the administrative heads of Ghana National College and the effort of the administrative heads by way of strategies to control the time wasters in their time management practices.

The main research instruments used were a 25 – item well structured questionnaire and a 16-item interview guide, which were supported by the long period of observation experiences. A descriptive survey design was used to collect data and descriptive statistics was used as a method in analyzing the data, which were calculated in simple percentage.

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Main findings

After analyzing the data collected, the following are the time wasters identified in the college:

1. Internal and external interruptions of work time of the administrative heads. The internal interruptions were from colleagues and other workers. The external interruption of work time included the telephone and drop-in visitors.

    (a) It was revealed that between 1 – 15 minutes were spent daily on drop-in visitors by the administrative heads. Specifically, 56 percent of the administrative heads spent between 1 – 5 minutes averagely each day on drop-in visitors. The remaining 34 percent spent between 6 – 15 minutes daily on drop-in visitors.

    (b) Similarly, about 92 percent of the administrative heads spent between 1 – 15 minutes on the average each day on telephone. The remaining 8 percent spent over 15 minutes daily on the use of the telephone.

2. Tasks were usually not completed on schedule.

    It was revealed in the study that about 78 percent of the administrative heads completed their tasks in most cases after the deadlines. The main reasons assigned for this state of affair were – other official duties and tasks delegated with very short deadlines.

3. Sometimes tasks were left unfinished for new ones because of competing demands. The study revealed that 86 percent of the administrative heads occasionally had to abandon their main tasks for different ones due to competing demands.

4. Some of the administrative heads felt pressurized to accept tasks outside their own schedule. According to Deacon and Firebough (1988), a person dissatisfied with current time use, may feel pressurized by time demand and may want to improve the effectiveness of its use. From the study, about 56 percent of the administrative heads sometimes felt pressurized to accept other tasks because of time constraint.

5. The administrative heads occasionally had long meetings with their colleagues and subordinates. These meetings sometimes lasted over 2 hours, which in effect contributed to the inability of some of the administrative heads to meet deadlines.

6. Anxiety from domestic, health, financial and other related issues, occasionally affected the effective use of official work time of the administrative heads.

7. Personal disorganization by way of cluttered desks was rare, though a few of the administrative heads suffered from it. About 72 percent of the respondents stated that personal disorganization was rare. Only about 28 percent claimed that personal disorganization by way of cluttered desk has been with them.

8. Over 50 percent of the administrative heads delegated tasks to their colleagues and subordinates. A greater number of these delegated tasks were of a short deadline type. This made the intended result not to be achieved.

9. Some of the administrative heads had no courage to say "no" to tasks assigned them or delegated to them, even though they were under severe pressure to get things done on time.

10. Reviewing and prioritizing demands on time has not been a regular practice of the administrative heads. A total of 72.2 percent of the administrative heads

stated categorically that, reviewing and prioritizing demands on time, were practices seldomly or occasionally done.

Other Finding

Most of the administrative heads were in unfavourable office accommodation, where interruptions from their own colleagues and subordinates became a daily routine. About 61 percent of the administrative heads used the staff room as offices. This situation affected mostly the Housemasters and the Housemistresses as evident in the statistics provided.

The result of this study has confirmed the assertion made by MacKenzie (1972), that time wasters are available in all institutions and organizations. The major time wasters identified in this study were – interruption by telephone and drop-in visitors; delayed meetings; ineffective delegation of responsibilities; inability to say 'no'; anxiety from domestic, health and financial matters; personal disorganization/cluttered desk; leaving tasks uncompleted; lack of objectives, priorities and daily plan and others. These time wasters had negative impact on the time management practices of the administrative heads of Ghana National College.

These time wasters, if properly controlled or regulated, enough time would be saved and used on urgent activities. Such conscious effort to reduce time waste will lead to effective and efficient time management.

Conclusions

Strictly speaking, time is a resource, which cannot be overlooked, in any human institution or organization. It is said that the key to successful management is

the possession of good time-management skills. An administrator's success depends
on a variety of factors, including education, training, experience and, to a great extent,
the problems to be solved, the resources available and other conditions that influence
the day's activities.

The challenge for any administrator is not only to improve personal
performance but ultimately to improve the performance of the entire institution or
organization. The management of one's time and activities become an important part
of the overall management process. The value of time plan is that, before a person
takes any action, a conscious consideration is given to the long-range goals needed
and the desired short-range activities, as well as possible problems in time use. A
general goal of time management is the conservation of time to match needs and
wants. Time plan therefore, should reflect personal and occupational goals. Based on
these goals, people decide on activities to be included in the day, week, month, or
year for which they are planning.

Situation change and time plans are reviewed, but without some plans, people
would not be able to anticipate the reasons for these changes and the need for
revision. Carefully considered time plan can increase satisfaction and reduce
indecision or worry in the application of time and other resources to reach goals.

It is evident from the study that, although a level of effort has been made by
the administrative heads of Ghana National College, to reduce the interruption of
work time by the time wasters, not much has been achieved by way of strategies to
control the time wasters. Activities that caused the wasting of precious work time
continue unabated - the frequent interruption by colleagues and other workers, the
long and frequent use of the telephone, the frequent and lengthy meetings, attempting

too much at a time hence leaving tasks unfinished or completed only after the deadline, failure to use daily plans and not forgetting the rampant drop-in visitors.

In sum, a lot of official work time has been wasted by the administrative heads of Ghana National College, in their time management practices through ineffective strategies or inadequate control measures.

Recommendations

To bring about effective and efficient time management practices among the administrative heads of Ghana National College, all activities that disturbed the achievement of set goals need to be addressed. The study put all these activities that interrupted goal achievement simply as "time wasters". To reduce or eliminate completely the interruptions of planned tasks or set goals by these time wasters, the following suggestions are being recommended.

Drop-in Visitors

The drop-in visitors are the people who come to interrupt planned activities as their presence had not been pre-arranged. If such visitors are not controlled, a lot of official work time would be wasted on them.

To control interruptions from drop-in visitors, the following are to be considered:

(a)   Specific periods that one thinks would be convenient to receive visitors, could be displayed to reduce the influx of people at all times.

(b)   Doors can be closed where possible for concentration.

(c)   If you are not in a position or ready to receive a visitor, tell the person politely but firmly that you cannot spare the time at the moment.

Telephone

The telephone can be a time saver or time waster, depending upon how it is used. Unnecessary use of the telephone, especially at the detriment of official duties renders it a time waster.

The following control measures would save the telephone from becoming a time waster.

(a) It is necessary to allocate time for making calls. However, personal calls should be avoided as much as possible during official working hours.

(b) To keep conversation short, it is advisable to plan what to say before one makes a call.

(c) It is necessary to keep a log of phone calls and see how much time is spent on calls and how important these calls are.

Goal Categorization, Prioritization and Time Allocation

Job management requires a high degree of overlap between official work objective and personal work objectives. It therefore calls for categorization and prioritization of tasks as well as effective time allocation.

Goal Categorization

In order to make it possible to complete a task on schedule, the following measures are necessary to consider:

(a) Goals must be categorized into long-term and short-term as well as degree of important and to be handled as such.

(b) It is important to use objective setting guidelines to set goals – the goals must be specific, measurable, achievable, realistic and time bound.

(c)   The frequent use of the Daily Time Record (Appendix C), which makes room

for time, activity and evaluation, would promote goal achievement.

Prioritization of Tasks

Priorities change all the time because we receive new information. The new

information may change a task's importance or urgency. It may push not urgent but

important task off its priority rating, to make room for an urgent and important task

(Appendix D), which is to receive immediate attention.

To reduce leaving tasks uncompleted for new ones because of competing

demands, the following are useful hints.

(a)   Each task is to be numbered according to the order in which one will tackle it.

(b)   It is safer to set a "due-date" and work towards it rather than working towards

the deadline.

(c)   Alter priorities continually in line with changes or new information.

Time Allocation

According to Hindle (1988), to be most effective in ones job, it is necessary to

spend about 50 percent of ones time on planning and development tasks; 25 percent

on ongoing projects and 15 percent on routine tasks. Most people, as a matter of fact,

allocate their time in exactly the opposite proportion. The routine tasks rather take 60

percent while the planning and development tasks take 15 percent of their time.

It has been emphasized in the study that, time constraint made the

administrative heads feel pressurized to accept tasks outside their own schedule.

The following measures can reduce the pressure on time.

(a)   To manage your time effectively, there is the need to set goals.

Delegation becomes ineffective if the right personnel is not used at the right

Ineffective Delegation

Delegation becomes ineffective if the right personnel is not used at the right time. Where it is properly done it becomes an effective time-saver.

The list of some Principles of Delegation is provided for consideration and adoption.

(a)   Select the right person – choose someone who is capable of doing the task and give that person the authority to do it.

(b)   Delegate gradually – if you have been under-delegating, do not try to transfer all responsibilities overnight.

(c)   Delegate in advance – try not to wait for a problem to develop before delegating the task.

(d)   Consult before you delegate – delegation flows both ways. Let your subordinates participate in determining what is to be delegated to them.

Inability to Say "No"

Some people complain of too much work, making them not to give out their best as they become confused. Others, no matter the condition under which they find themselves, would not complain. They accept tasks even at short notices or with short deadlines. This inability to say "no" to their superior officers puts them in a situation where they become overwhelmed by the number of tasks and the time at their disposal to complete the tasks.

In order to overcome this problem, consideration is to be given to the points listed.

(a)   It is not advisable to accept every type of task from your superior officer, especially when you do not have the requisite resources or when conditions are not very favourable.

(b)   List all the tasks and order them according to the time each is to be completed.

(c)   Categorize your tasks according to the level of urgency and degree of

importance.

Reviewing and Prioritizing Demands on Time

A time log of weekly activities may sound tedious, however, the knowledge

gained from such an experience can lead to more realistic management of time.

In order to become conversant with the knowledge, develop the skill of

reviewing and prioritizing demands on time, some useful information are provided for

study.

(a)   Remember to keep dairies and planners in which to enter all necessary

information and plan your activities for each day.

(b)   On your Daily Time Plan, categorize your task according to its importance.

For example, very important, slightly important and not important

(Appendix C), and allocate the time to the tasks accordingly.

(c)   Be prepared to review every activity that is not in consonance with set goals.

Knowledge of Time Management

Time as a resource, cannot be ignored in any human institution. By knowing

how to manage your time wisely, you can:

•   Reduce pressure when you are faced with deadlines or a heavy schedule.

•   Be in control of things by making better decisions about how to use your time.

•   Feel better about yourself as you use your full potential at home and work

place.

•   Have more energy for things you want or need to accomplish.

- Succeed more easily because you will know what you want to do and what you need to do.

Suggestions for Future Study

For the importance that time plays in the administration of schools, causes of teacher lateness to school and irregular class attendance are being suggested for future studies.

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APPENDIX A

QUESTIONNAIRE FOR THE ADMINISTRATIVE HEADS OF GHANA NATIONAL COLLEGE, CAPE COAST, ON TIME MANAGEMENT PRACTICES IN THE ADMINISTRATION OF GHANA NATIONAL COLLEGE

This questionnaire is designed purposely to get some information that will assist the researcher to undertake a study on "Time Management Practices of the Administrative Heads of Ghana National College at Cape Coast".

You are please requested to respond to all questions by providing the appropriate information in the spaces provided or tick (√) the appropriate answers among the alternatives provided.

You are assured that any information provided is purely for academic (research) purpose and your answer to the questions will be kept strictly confidential. Counting on your frank response. Thank you.

SECTION A

BACKGROUND/EXPERIENCE OF RESPONDENT

1. Gender   (a)   Male   ( )

              (b)   Female   ( )

2. Your marital status

    (a)   Single (never married)   ( )

    (b)   Married   ( )

    (c)   Divorced   ( )

    (d)   Widowed   ( )

    (e)   Separated   ( )

3. Position held in the school

(a)	Head of school	( )
(b)	Assistant Head	( )
(c)	Head of Department	( )
(d)	Senior Housemaster/Housemistresses	
(e)	Housemaster/Housemistress	( )
(f)	Bursar/Accountant	( )
(g)	Domestic Bursar	( )
(h)	Maintenance Officer	( )

4. State the highest Educational qualification

(a)	Certificate	( )
(b)	Diploma	( )
(c)	Bachelor degree	( )
(d)	Master's degree	( )
(e)	Others (please specify).	

SECTION B

WORK ENVIRONMENT

(Please tick (√) or fill the appropriate column).

5. Do you have an office (room) where you work?

(a)	Yes	( )
(b)	No	( )

6. Which type of office (room) do you use?

(a)	Personal (individual) office	( )
(b)	Shared office (2 – 4 people)	( )
(c)	Staff room/General office	( )
(d)	No office	( )

7. **Is your work time interrupted by your colleagues?**

   (a) Yes   ( )

   (b) No   ( )

8. **How often do you face interruption of your work time by colleagues and other workers?**

   (a) Never   ( )

   (b) Occasionally   ( )

   (c) Frequently   ( )

   (d) Very frequently   ( )

9. **Do you depend on electricity for your work?**

   (a) Yes   ( )

   (b) No   ( )

10. **If your response is "Yes", how regular is your electricity supply?**

   (a) Irregular   ( )

   (b) Quite regular   ( )

   (c) Regular   ( )

   (d) Very regular   ( )

11. **Do you have access to any of the office machines, e.g. typewriters and computers which are in use in your office either by yourself or by your subordinates?**

   (a) Yes   ( )

   (b) No   ( )

12. **To what extent has it enhanced your work time?**

   (a) Not at all   ( )

   (b) Little extent   ( )

(c)   Great extent   ( )

(d)   Very great extent   ( )

13.(i)   Do you have a telephone facility in your office, either mobile or installed telephone?

(a)   Yes   ( )

(b)   No   ( )

(ii)   About how many calls do you receive while at work in a day. (This includes internal – Ghana National College calls, outside-local and international calls)?

(a)   0 – 3   ( )

(b)   4 – 6   ( )

(c)   7 – 9   ( )

(d)   10 and above   ( )

(iii)   Do you limit the duration of your telephone calls?

(a)   Yes   ( )

(b)   No   ( )

(iv)   How much of your time is taken by telephone calls averagely in a day?

(a)   0 – 5 minutes   ( )

(b)   6 – 10 minutes   ( )

(c)   11 – 15 minutes   ( )

(d)   Over 15 minutes   ( )

SECTION C

INDIVIDUAL CHARACTERISTICS/STYLE

Please tick (√) or fill in the space as appropriate.

14.(i)   Do people normally make an appointment with you before they come?

(a)   Rarely   ( )

(b)   **Sometimes**   ( )

(c)   Generally   ( )

(d)   Almost always   ( )

(ii)   Do you have a programme put in place to receive your drop-in visitors (visitors without prior appointment)?

(a)   Yes   ( )

(b)   No   ( )

(iii)   About how many drop-in visitors do you receive in a day during office hours?

(a)   1 – 3   ( )

(b)   4 – 6   ( )

(c)   7 – 9   ( )

(d)   10 and above   ( )

(iv)   How many minutes on the average are spent with you by the drop-in visitors?

(a)   1 – 5 minutes   ( )

(b)   6 – 10 minutes   ( )

(c)   11 – 15 minutes   ( )

(d)   Over 15 minutes   ( )

15.   Do you have occasions to leave a task in order to start a different one because of competing demands?

(a)   Never   ( )

(b)   Occasionally   ( )

(c)   Frequently   ( )

(d)   Very frequently   ( )

16.   Do you sometimes feel pressurized to accept a task, which is outside your plan?

(a) **Yes** ( )

(b) **No** ( )

17. Would you say anxiety from domestic issues, health problems, financial matters and others affects your effective use of work time?

(a) Never ( )

(b) occasionally ( )

(c) Frequently ( )

(d) Very frequently ( )

18.(i) Have you had occasions to complete some official task after the deadline (deadline is a time fixed for a task or job to be submitted or completed)?

(a) Yes ( )

(b) No ( )

(ii) If "Yes", which of the following factors best accounts for this type of situation?

(a) Other official duties ( )

(b) Drop-in visitors ( )

(c) Very short deadline ( )

(d) Procrastination ( )

19. How often have you got to look for important documents or information at your desk without success resulting in your leaving the task uncompleted?

(a) Rarely ( )

(b) Sometimes ( )

(c) Often ( )

(d) Very often ( )

20. Have you been delegating tasks you can do yourself to your colleagues/subordinates?

    (a)　Yes　　　　　　　　　　　　( )

    (b)　No　　　　　　　　　　　　( )

21.(i) Have you ever had the courage to say "No" to a task from your superior officer?

    (a)　Yes　　　　　　　　　　　　( )

    (b)　No　　　　　　　　　　　　( )

(ii) If "Yes", please state some of the reasons you have assigned to your stand?

    ....

    ....

SECTION D

WORK SCHEDULE AND ACTION

22. Are there occasions when you feel overwhelmed by the number of tasks that you face and the time that you have to complete them?

    (a)　Yes　　　　　　　　　　　　( )

    (b)　No　　　　　　　　　　　　( )

23. Do your tasks usually take longer time than you expected them to?

    (a)　Yes　　　　　　　　　　　　( )

    (b)　No　　　　　　　　　　　　( )

24.(i) How often do you have meetings with your colleagues/subordinates?

    (a)　Never　　　　　　　　　　　( )

    (b)　Occasionally　　　　　　　　( )

    (c)　Frequently　　　　　　　　　( )

(d) Very frequently ( )

(ii) On the average how long does your meetings last?

(a) Less than 1 hour ( )

(b) 1 – 2 hours ( )

(c) 2 – 3 hours ( )

(d) Over 3 hours ( )

25. Do you often set aside time to review and prioritize demands on your time?

(a) Never ( )

(b) Occasionally ( )

(c) Generally ( )

(d) Always ( )

Thank you for spending time to answer the questions.

Please return this completed questionnaire personally to Mr. O.W.K. Adom of Ghana National College.

APPENDIX B

INTERVIEW GUIDE FOR THE ADMINISTRATIVE HEADS OF GHANA

NATIONAL COLLEGE, CAPE COAST

Effective time management practices enhance productivity in institutions and

organizations.

The interview guide is prepared as a part of a study into the time management

practices of the administrative heads of Ghana National College. Your frank response

as an important personnel will contribute greatly to the success of the study.

You are assured that your answers to the questions will be kept strictly

confidential.

SECTION A

ABOUT YOURSELF

1. Age (as at last birthday)

    (a)   20 – 29 years   ( )

    (b)   30 – 39 years   ( )

    (c)   40 – 49 years   ( )

    (d)   50 years and above   ( )

2. Your present status? ....

3. How long have you been working in the school?

    (a)   0 – 5 years   ( )

    (b)   6 – 10 years   ( )

    (c)   11 – 15 years   ( )

    (d)   Over 15 years   ( )

SECTION B

WORK PATTERNS/STYLE

4.   I arrive at work on time to prepare for the day's work.

    (a)   Never   ( )

    (b)   Occasionally   ( )

    (c)   Frequently   ( )

    (d)   Always   ( )

5.   Do you reserve certain hours for visits from colleagues?

    (a)   Never   ( )

    (b)   Occasionally   ( )

    (c)   Frequently   ( )

    (d)   Always   ( )

6.   Do you have a programme put in place to receive your drop-in visitors?

    (a)   Never   ( )

    (b)   Occasionally   ( )

    (c)   Frequently   ( )

    (d)   Always   ( )

7.(i)   How often do you delegate tasks you can do yourself to colleagues or

subordinates of yours?

    (a)   Never   ( )

    (b)   Occasionally   ( )

    (c)   Frequently   ( )

    (d)   Always   ( )

(ii)   Do you usually follow up on the work you have delegated?

    (a)   Never   ( )

    (b)   Seldom   ( )

    (c)   Often   ( )

    (d)   Very often   ( )

SECTION C

WORK SCHEDULE AND ACTION

8.   I keep work to a certain number of hours every day – and no more?

    (a)   Never   ( )

    (b)   Occasionally   ( )

    (c)   Frequently   ( )

    (d)   Always   ( )

9.   Are you able to complete tasks without interruption from colleagues?

    (a)   Never   ( )

    (b)   Occasionally   ( )

    (c)   Frequently   ( )

    (d)   Always   ( )

10.(i) I decide how many times I can be interrupted in a day?

    (a)   Never   ( )

    (b)   Occasionally   ( )

    (c)   Frequently   ( )

    (d)   Always   ( )

(ii)   I decide how many telephone calls I can deal with personally in a day?

    (a)   Never   ( )

    (b)   Occasionally   ( )

(c) Frequently   ( )

(d) Always   ( )

SECTION D

CONTROL MEASURES

11.(i) Do you prepare a Daily Time Plan to guide you in your set goals?

    (a) Never   ( )

    (b) Occasionally   ( )

    (c) Frequently   ( )

    (d) Always   ( )

(ii) Do you make a list of things to do and update them in the course of the day?

    (a) Never   ( )

    (b) Occasionally   ( )

    (c) Frequently   ( )

    (d) Always   ( )

12. State how you are able to accomplish your Daily Time Plan with such frequent interruptions?

....

....

13.(i) Do your tasks usually take longer time than you expected them to?

    (a) Yes   ( )

    (b) No   ( )

(ii)   If the response is "Yes", state how you would control this situation in the future?

....

....

14.   What measures would you put in place to cut down the duration of meetings?

....

....

15.   Do you often set aside time to review and prioritize demands on your time?

   (a)   Never   ( )

   (b)   occasionally   ( )

   (c)   Frequently   ( )

   (d)   Always   ( )

16.   Some activities we go through waste lot of time. Mention some of these time wasters and state some time control measures to be put in place to control the time wasters mentioned?

....

....

....

Thank you for spending time to answer the questions.

O.W.K. Adom

APPENDIX C

DAILY TIME RECORD

DAILY T.I.M.E. RECORD   Name: .... Date: ....
Daily Goals
1.   .... 4.   ....
2.   .... 5.   ....
3.   .... 6.   ....

Evaluate each activity as 3 if VERY important. 2 if SLIGHTLY important, 1 if NOT important.

Time	Activity	Assessment
7.00am	Arrival at work	
7.30am		
8.00am		
8.30am		
9.00am		
9.30am		
10.00am		
10.30am		
11.00am		
11.30am		
12.00pm		
12.30pm		
1.00pm		
1.30pm		

2.00pm			
2.30pm			
3.00pm			
3.30pm			
4.00pm			
4.30pm			
5.00pm			
5.30pm			

APPENDIX D

CATEGORIZATION AND PRIORITIZATION OF TASKS

	Important	Not Important
Urgent	1 Urgent and important Real crises Some avoidable if you had Prepared or planned Some unforeseeable Also: major opportunities for progress or pleasure. Do it now.	2 Urgent but unimportant Reactive jobs Rush jobs Unexpected problems Other people's work Done to avoid trouble Spend minimum time on "it" or delete it.
Not Urgent	3 Not urgent but import Can wait until tomorrow or next week, but will certainly need to be done some time Failing to do so will mean missed opportunities. Plant it	4 Neither urgent nor important. Tempting and easy jobs. Irrelevant jobs. Unpleasant long-term tasks. Do not do it (unless it is likely to escalate in which case plan it, and plan to spend the minimum time on it).

Important

Important jobs are the ones that move you towards your goals

Important and Urgent

The jobs in this category are the top jobs, which need to be done immediately and thoroughly.