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TIME RESOURCE MANAGEMENT PRACTICES AND EFFECTIVE SERVICE DELIVERY IN PUBLIC UNIVERSITIES IN IMO STATE

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ABSTRACT

This study examined the relationship between management of time resources and effective service delivery in public universities in Imo State. A correlational research design was adopted. The study was carried out in three public universities in Imo State, namely Imo State University, Federal University of Technology Owerri, and Alvan Ikoku Federal University of Education, Owerri. The population comprised 3,569 academic staff, made up of 1,344 from Imo State University, 1,136 from Federal University of Technology Owerri, and 1,089 from Alvan Ikoku Federal University of Education, Owerri, while a sample size of 360 was drawn using the Taro Yamane formula and the proportionate stratified random sampling technique. Data were collected using a structured questionnaire titled Time Resource Management Questionnaire and Effective Service Delivery Questionnaire. The instrument was validated by two experts in Educational Management and one in Educational Measurement and Evaluation from the Faculty of Education, Rivers State University. Reliability coefficients of 0.84 and 0.87 were obtained using the Cronbach Alpha method. Data were analyzed using the Pearson Product Moment Correlation Coefficient, while hypotheses were tested through t-transformation of correlation coefficients at the 0.05 level of significance. The findings revealed that time planning ($r = .72$, $t = 19.30$, $p < .05$), time allocation for academic activities ($r = .78$, $t = 23.19$, $p < .05$), time monitoring and evaluation ($r = .75$, $t = 21.09$, $p < .05$), and time utilization for staff development programmes ($r = .80$, $t = 24.80$, $p < .05$) all had high positive and significant relationships with effective service delivery in public universities in Imo State. The study concluded that effective management of time resources significantly enhances service delivery in public universities. It was recommended, among others, that university administrators should develop comprehensive time planning frameworks, allocate time proportionally to academic activities, institutionalize time monitoring mechanisms, and invest time in staff development programmes to improve service delivery.

KEYWORDS: Time resource management, time planning, time allocation, time monitoring, effective service delivery.

INTRODUCTION

Management of time resources refers to the deliberate and strategic process of organizing, allocating, monitoring, and utilizing available time to achieve institutional goals efficiently and effectively. In public universities, where academic and administrative activities are complex and multifaceted, time resource management constitutes a critical determinant of institutional

performance and service quality. When time is systematically managed, universities are better positioned to deliver academic programmes, administrative services, and support activities in a timely, coordinated, and responsive manner. Osawe (2017) observed that time management is an imperative factor for effective service delivery in the public sector, noting that public institutions that prioritize time discipline experience higher productivity and greater responsiveness to stakeholder needs. This underscores the centrality of time as a resource that must be consciously managed in university settings.

In Nigerian public universities, including those in Imo State, time mismanagement has become a recurring challenge that undermines service delivery and erodes stakeholder confidence. Academic calendars are frequently disrupted, examination schedules are poorly adhered to, lecture periods are underutilized, and administrative services are characterized by delays and backlogs. Nwabueze et al., (2018) reported that effective timing of academic and administrative work is a prerequisite for enhanced administrative performance in universities, and that universities which institutionalize time schedules and enforce adherence to timelines consistently demonstrate higher levels of service effectiveness. This reality suggests that the challenge of service delivery in Nigerian public universities is, to a considerable extent, a challenge of time resource management.

Time planning involves the preparation of academic calendars, timetables, and activity schedules that guide the sequencing and allocation of university activities over specified periods. Adequate time planning ensures that academic programmes are implemented systematically and that all stakeholders have clear expectations of timelines. Nnorom et al., (2023) found that time planning strategies significantly predict administrative effectiveness in schools in Imo State, indicating that planning frameworks are essential for organizational performance. Effective timetabling and scheduling eliminate confusion, reduce time wastage, and create a structured environment for quality service delivery. Similarly, Okonkwo and Emenike (2022) found that consistent time planning practices significantly improve stakeholder satisfaction in Nigerian public universities.

Time allocation for academic activities involves the proportional distribution of time to teaching, research, student consultation, examination processes, and other core academic functions. Proper time allocation ensures that each academic activity receives adequate attention and is not crowded out by competing demands. Adeyemi and Osuji (2020) reported that workload distribution significantly affects the productivity of academic staff in Nigerian public universities, emphasizing that equitable allocation of time to academic activities is essential for sustained performance and quality output. When time is poorly allocated, academic activities suffer in both quality and consistency. Ekong and Bassey (2021) similarly found that proportionate allocation of time to teaching and research responsibilities significantly enhances academic staff productivity in Nigerian universities.

Time monitoring and evaluation refers to the systematic tracking of time usage against plans and schedules, and the assessment of whether institutional activities are completed within expected timeframes. Monitoring provides feedback for corrective action and helps identify time-wasting patterns within university operations. Mgbere and Andrew (2019) found that time management practices correlate significantly with job performance in educational institutions

in Rivers State, noting that institutions that monitor time adherence among staff record higher levels of productivity. This finding suggests that monitoring is a key mechanism for sustaining time discipline and service quality in universities. In a related study, Eze and Nwachukwu (2020) found that systematic monitoring and evaluation of academic programme delivery significantly improves institutional accountability in Nigerian universities.

Time utilization for staff development programmes involves the deliberate commitment of institutional time to training, workshops, seminars, and capacity-building activities for academic and non-academic staff. Staff development enhances professional competence, updates knowledge and skills, and improves service quality. Osaat and Ekechukwu (2017) emphasized that effective management of academic staff workload and time for professional development in Nigerian universities significantly improves job effectiveness and institutional performance. Investing time in staff development therefore contributes to a more capable, motivated, and service-oriented university workforce. Ibrahim and Danladi (2023) similarly reported that sustained investment in staff development programmes significantly improves service quality in Nigerian public universities.

Effective service delivery in public universities refers to the timely, qualitative, and responsive provision of academic, administrative, and support services to students, staff, and other stakeholders. Service delivery quality determines stakeholder satisfaction and institutional reputation. Oparaji, Nwosu and Okeke (2022) found that time management is a significant predictor of teachers' job effectiveness in public schools in Imo State, reinforcing the connection between time discipline and service quality. Quality service delivery is manifested in prompt processing of academic records, timely release of results, effective coordination of programmes, and responsive handling of stakeholder needs. Chukwu (2022) similarly observed that sound resource management practices, including time resource management, significantly enhance institutional productivity and service delivery in public universities in South-East Nigeria.

Staff productivity and responsiveness reflect the degree to which university staff accomplish their assigned functions efficiently within scheduled timeframes. Owolabi et al., (2025) found that innovative time management strategies significantly improve academic staff performance in Nigerian public universities, demonstrating that staff who adopt effective time management practices are more productive and responsive to institutional demands. Student satisfaction with university services measures how well students perceive the timeliness, quality, and adequacy of services provided. Universities that deliver services efficiently are more likely to enjoy high student satisfaction and retention. This aligns with Uche and Ofoegbu (2021), who found that effective administrative time management significantly predicts staff productivity in South-South Nigerian universities.

Administrative efficiency refers to the ability of university administrative systems to process requests, maintain records, coordinate activities, and fulfil functions without undue delays or errors. Ugwulashi (2015) noted that time discipline among administrators is fundamental to operational efficiency in Nigerian educational institutions, and that without deliberate attention to time standards, administrative performance deteriorates significantly. Efficient administration is essential for the smooth functioning of academic programmes and the

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maintenance of institutional credibility. Yusuf and Bello (2023) similarly found that effective time utilization significantly predicts institutional efficiency in Nigerian tertiary institutions.

Several empirical studies have examined aspects of time resource management and institutional performance in Nigerian educational contexts**.** Nnorom et al., (2023) found that time management strategies significantly enhance administrative effectiveness in secondary schools in Imo State but did not examine university-level contexts. Nwabueze et al., (2018) reported that timing of administrative work improves performance in universities but did not disaggregate time resource dimensions such as monitoring and staff development time. Mgbere and Andrew (2019) investigated time management and job performance in Rivers State but focused primarily on female teachers in secondary schools. Owolabi et al., (2025) found that innovative time management strategies improve academic staff performance in South-West Nigerian universities but were limited to a different geopolitical zone. Adeyemi and Osuji (2020) examined workload and productivity in South-West Nigerian universities without isolating time management as a distinct variable. Ugwulashi (2015) identified time management challenges in Nigerian schools but provided primarily descriptive insights without focusing on university-level service delivery. Osaat and Ekechukwu (2017) examined workload management of academic staff at the University of Port Harcourt but did not examine time planning and monitoring as distinct components. Olagunju and Asuquo (2025) examined school time management in Rivers State but focused on secondary schools. Oparaji, Nwosu and Okeke (2022) investigated time management and job effectiveness in Imo State secondary schools, providing valuable insights though confined to secondary education. Anyanwu and Eze (2021) examined time management and administrative effectiveness in Nigerian tertiary institutions but focused on polytechnics rather than universities. Nnamdi and Chukwuemeka (2019) explored time management as a tool for service delivery in public organizations but did not focus specifically on the university sub-sector. These studies collectively reveal a paucity of research integrating multiple dimensions of time resource management as predictors of effective service delivery specifically in public universities in Imo State. This study therefore fills this gap.

Statement of the Problem

Public universities in Imo State are mandated to deliver quality academic, administrative, and support services to their stakeholders. Ideally, effective management of time resources encompassing time planning and scheduling, time allocation for academic activities, time monitoring and evaluation, and time utilization for staff development programmes should drive high-quality service delivery characterized by excellent academic outputs, staff productivity, student satisfaction, and administrative efficiency.

However, the situation in public universities in Imo State leaves significantly from this ideal. Academic calendars are frequently disrupted by poor time planning and inability to adhere to established schedules; teaching periods are underutilized due to inadequate time allocation for academic activities; there is limited institutional monitoring of how time is utilized by academic and administrative staff; and staff development activities are often postponed or conducted irregularly, depriving staff of opportunities for professional growth that enhance service

quality. Consequently, service delivery in these universities suffers from pervasive delays in result processing, irregular lecture delivery, administrative inefficiency, and low student satisfaction. This is corroborated by Kalu (2020), who found that inconsistent allocation and monitoring of institutional time significantly undermines administrative service delivery in Nigerian universities.

This situation has been attributed to inadequate time planning frameworks, weak enforcement of time schedules, lack of accountability mechanisms for time use, and insufficient investment in staff development time. As a result, the indicators of effective service delivery quality of academic service delivery, staff productivity and responsiveness, student satisfaction with university services, and administrative efficiency continue to decline in Imo State public universities. There is therefore a compelling need to examine the relationship between time resource management and effective service delivery in these institutions to generate evidence-based recommendations for improvement.

Purpose of the Study

The purpose of this study was to examine the relationship between management of time resources and effective service delivery in public universities in Imo State. Specifically, the study sought to:

1. examine the relationship between time planning and effective service delivery in public universities in Imo State.
2. determine the relationship between time allocation for academic activities and effective service delivery in public universities in Imo State.
3. ascertain the relationship between time monitoring and evaluation and effective service delivery in public universities in Imo State.
4. examine the relationship between time utilization for staff development programmes and effective service delivery in public universities in Imo State.

Research Questions

1. What is the relationship between time planning and effective service delivery in public universities in Imo State?
2. What is the relationship between time allocation for academic activities and effective service delivery in public universities in Imo State?
3. What is the relationship between time monitoring and evaluation and effective service delivery in public universities in Imo State?
4. What is the relationship between time utilization for staff development programmes and effective service delivery in public universities in Imo State?

Hypotheses

1. There is no significant relationship between time planning and effective service delivery in public universities in Imo State.

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2. There is no significant relationship between time allocation for academic activities and effective service delivery in public universities in Imo State.

3. There is no significant relationship between time monitoring and evaluation and effective service delivery in public universities in Imo State.

4. There is no significant relationship between time utilization for staff development programmes and effective service delivery in public universities in Imo State.

Methodology

This study adopted a correlational research design because it sought to examine the relationship between management of time resources and effective service delivery in public universities in Imo State without manipulating any of the variables. The correlational design was considered appropriate because it enabled the researcher to determine the strength, direction, and significance of the relationship between time planning, time allocation for academic activities, time monitoring and evaluation, time utilization for staff development programmes, and effective service delivery. The design also provided an empirical basis for establishing whether changes in the dimensions of time resource management are associated with changes in quality of academic service delivery, staff productivity and responsiveness, student satisfaction with university services, and administrative efficiency.

The study was carried out in Imo State, Nigeria, covering three public universities, namely Imo State University (IMSU), Owerri; Federal University of Technology Owerri (FUTO); and Alvan Ikoku Federal University of Education, Owerri. These universities were selected because they represent the major public higher education institutions in Imo State and serve as key centres for academic and professional training. The population of the study comprised 3,569 academic staff drawn from the three selected universities, comprising 1,344 academic staff in Imo State University, 1,136 in Federal University of Technology Owerri, and 1,089 in Alvan Ikoku Federal University of Education, Owerri. A sample size of 360 was determined using the Taro Yamane formula for sample size determination, and the proportionate stratified random sampling technique was used to select respondents from each institution, yielding 135 respondents from Imo State University, 115 from Federal University of Technology Owerri, and 110 from Alvan Ikoku Federal University of Education, Owerri.

The instrument for data collection was a structured questionnaire divided into two sections: the Time Resource Management Questionnaire (TRMQ) and the Effective Service Delivery Questionnaire (ESDQ). Section A (TRMQ) contained items on time planning and scheduling, time allocation for academic activities, time monitoring and evaluation, and time utilization for staff development programmes. Section B (ESDQ) contained items on quality of academic service delivery, staff productivity and responsiveness, student satisfaction with university services, and administrative efficiency. Items were structured using a four-point Likert scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

The instrument was validated through face and content validation by three experts in Educational Management and Educational Measurement and Evaluation from the Department of Educational Management, Rivers State University. Their observations, corrections, and

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suggestions were incorporated into the final version of the instrument. Reliability was determined through a pilot study involving 25 academic staff from Federal Polytechnic Nekede, outside the main study area. Data from the pilot study were analyzed using Cronbach Alpha. The reliability coefficient for the TRMQ was 0.84, while the ESDQ yielded 0.87, confirming high internal consistency.

The researcher administered 360 copies of the questionnaire across the three selected universities with the assistance of three trained research assistants. A total of 348 copies were successfully retrieved and found usable for analysis, representing a retrieval rate of 96.7%, which was considered adequate. Data collected were analyzed using the Pearson Product Moment Correlation Coefficient (PPMCC). Correlation coefficient values of 0.10–0.40 were regarded as low, 0.50 as moderate, and 0.60–1.00 as high. The hypotheses were tested at the 0.05 level of significance by transforming the correlation coefficient (r) into t-values. The null hypothesis was rejected where the calculated t-value exceeded the critical t-value; otherwise, it was accepted.

Results

Research Question 1: What is the relationship between time planning effective service delivery in public universities in Imo State?

Table 1: PPMCC Analysis on the Relationship between Time Planning and Effective Service Delivery

Correlations	Time Planning	Effective Service Delivery	Level of Correlation
Time Planning Pearson Correlation	1	.72	High
Sig. (2-tailed)		.000	
N	348	348	
Effective Service Delivery Pearson Correlation	.72	1	
Sig. (2-tailed)	.000		
N	348	348	

Table 1 shows that the Pearson correlation value of .72 indicates a high positive relationship between time planning and effective service delivery in public universities in Imo State. This finding implies that well-structured academic calendars, comprehensive timetabling, and adherence to scheduled timelines are associated with improved quality of academic service delivery, enhanced staff productivity, higher student satisfaction, and greater administrative efficiency. Effective time planning creates an organized environment in which activities are sequenced systematically, reducing delays and improving the consistency of service delivery

outcomes. The result suggests that university administrators should give priority attention to the development and enforcement of comprehensive time planning frameworks.

Research Question 2: What is the relationship between time allocation for academic activities and effective service delivery in public universities in Imo State?

Table 2: PPMCC Analysis on the Relationship between Time Allocation for Academic Activities and Effective Service Delivery

Correlations	Time Allocation for Academic Activities	Effective Service Delivery	Level of Correlation
Time Allocation for Academic Activities Pearson Correlation	1	.78	High
Sig. (2-tailed)		.000	
N	348	348	
Effective Service Delivery Pearson Correlation	.78	1	
Sig. (2-tailed)	.000		
N	348	348	

Table 2 reveals that the Pearson correlation value of .78 indicates a high positive relationship between time allocation for academic activities and effective service delivery in public universities in Imo State. This finding implies that proportionate and deliberate distribution of time to teaching, research, student supervision, consultation, and examination activities significantly enhance service delivery outcomes. Adequate time allocation ensures that no critical academic function is neglected and that staff devote sufficient attention to their primary responsibilities, thereby improving the quality and responsiveness of services delivered to students and other stakeholders.

Research Question 3: What is the relationship between time monitoring and evaluation and effective service delivery in public universities in Imo State?

Table 3: PPMCC Analysis on the Relationship between Time Monitoring and Evaluation and Effective Service Delivery

Correlations	Time Monitoring and Evaluation	Effective Service Delivery	Level of Correlation
Time Monitoring and Evaluation Pearson Correlation	1	.75	High
Sig. (2-tailed)		.000	

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N	348	348
Effective Service Delivery Pearson Correlation	.75	1
Sig. (2-tailed)	.000	
N	348	348

Table 3 shows that the Pearson correlation value of .75 indicates a high positive relationship between time monitoring and evaluation and effective service delivery in public universities in Imo State. This finding implies that systematic tracking of time utilization, assessment of schedule adherence, and evaluation of performance against time standards significantly improve service delivery. When time monitoring mechanisms are in place, administrators can identify and correct time-wasting practices, enforce compliance with schedules, and maintain consistent delivery of quality services to university stakeholders.

Research Question 4: What is the relationship between time utilization for staff development programmes and effective service delivery in public universities in Imo State?

Table 4: PPMCC Analysis on the Relationship between Time Utilization for Staff Development Programmes and Effective Service Delivery

Correlations	Time Utilization for Staff Development Programmes	Effective Service Delivery	Level of Correlation
Time Utilization for Staff Development Programmes Pearson Correlation	1	.80	High
Sig. (2-tailed)		.000	
N	348	348	
Effective Service Delivery Pearson Correlation	.80	1	
Sig. (2-tailed)	.000		
N	348	348	

Table 4 presents the Pearson correlation value of .80, indicating a high positive relationship between time utilization for staff development programmes and effective service delivery in public universities in Imo State. This finding implies that regular investment of institutional time in workshops, training, seminars, and capacity-building activities for academic and non-academic staff significantly enhances service delivery quality. Staff development equips personnel with updated knowledge, skills, and professional competencies that directly improve the quality, timeliness, and responsiveness of services rendered within the university system.

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Test of Hypothesis 1

Table 5: Summary of t-Transformation on the Significant Relationship between Time Planning and Effective Service Delivery

Variables	N	Df	t-Trans.	t-Crit.	Sig.	Decision
Time Planning	348	346	19.30	1.97	.000	Rejected
Effective Service Delivery	348					

The data in Table 5 show that the calculated t-value of 19.30 is greater than the critical t-value of 1.97 at the 0.05 alpha level with 346 degrees of freedom. Therefore, the null hypothesis, which states that there is no significant relationship between time planning and effective service delivery in public universities in Imo State, is rejected. This implies that adequate time planning and scheduling significantly enhances the quality of academic service delivery, staff productivity, student satisfaction with university services, and administrative efficiency in public universities in Imo State.

Test of Hypothesis 2

Table 6: Summary of t-Transformation on the Significant Relationship between Time Allocation for Academic Activities and Effective Service Delivery

Variables	N	Df	t-Trans.	t-Crit.	Sig.	Decision
Time Allocation for Academic Activities	348	346	23.19	1.97	.000	Rejected
Effective Service Delivery	348					

Table 6 reveals that the calculated t-value of 23.19 is greater than the critical t-value of 1.97 at the 0.05 alpha level with 346 degrees of freedom. The null hypothesis, which states that there is no significant relationship between time allocation for academic activities and effective service delivery, is therefore rejected. This implies that proportionate allocation of time to academic functions significantly contributes to improved service delivery outcomes in public universities in Imo State.

Test of Hypothesis 3

Table 7: Summary of t-Transformation on the Significant Relationship between Time Monitoring and Evaluation and Effective Service Delivery

Variables	N	Df	t-Trans.	t-Crit.	Sig.	Decision
Time Monitoring and Evaluation	348	346	21.09	1.97	.000	Rejected
Effective Service Delivery	348					

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Table 7 shows that the calculated t-value of 21.09 exceeds the critical t-value of 1.97 at the 0.05 alpha level with 346 degrees of freedom. The null hypothesis, which states that there is no significant relationship between time monitoring and evaluation and effective service delivery, is rejected. This implies that systematic monitoring and evaluation of time usage significantly enhances institutional service delivery in public universities in Imo State.

Test of Hypothesis 4

Table 8: Summary of t-Transformation on the Significant Relationship between Time Utilization for Staff Development Programmes and Effective Service Delivery

Variables	N	Df	t-Trans.	t-Crit.	Sig.	Decision
Time Utilization for Staff Development Programmes	348	346	24.80	1.97	.000	Rejected
Effective Service Delivery	348					

Table 8 reveals that the calculated t-value of 24.80 is greater than the critical t-value of 1.97 at the 0.05 alpha level with 346 degrees of freedom. The null hypothesis, which states that there is no significant relationship between time utilization for staff development programmes and effective service delivery, is rejected. This confirms that regular institutional investment of time in staff development programmes significantly improves effective service delivery in public universities in Imo State.

Discussion of Findings

The finding of table 1 revealed a high positive and significant relationship between time planning and effective service delivery in public universities in Imo State ($r = .72$; $t = 19.30$; $p < .05$). This implies that comprehensive academic calendars, systematic timetabling, and strict adherence to scheduled activities significantly enhance service delivery quality. This finding is consistent with that of Nnorom et al., (2023), who found that time planning strategies significantly predict administrative effectiveness in schools in Imo State, confirming that planning frameworks are indispensable for organizational performance. The finding also aligns with the work of Nwabueze et al., (2018), who reported that planning and scheduling of academic and administrative activities are prerequisites for enhanced institutional performance in universities. The corresponding hypothesis confirmed that the calculated t-value of 19.30 exceeded the critical t-value of 1.97, leading to the rejection of the null hypothesis.

The finding of table 2 revealed a high positive and significant relationship between time allocation for academic activities and effective service delivery ($r = .78$; $t = 23.19$; $p < .05$). This suggests that proportionate distribution of time to core academic functions is strongly associated with improved service delivery outcomes. The finding supports the work of Adeyemi and Osuji (2020), who reported that workload distribution significantly affects academic staff productivity in Nigerian public universities, noting that equitable allocation of time to academic functions sustains performance quality. The finding also resonates with Owolabi et al., (2025), who found that structured approaches to time management, including

allocation to core responsibilities, significantly improve academic performance in Nigerian universities. The hypothesis tested showed that the calculated t-value of 23.19 exceeded the critical t-value of 1.97, resulting in the rejection of the null hypothesis.

The study further revealed in table 3 a high positive and significant relationship between time monitoring and evaluation and effective service delivery ($r = .75$; $t = 21.09$; $p < .05$). This implies that systematic tracking and evaluation of time use significantly improve institutional service quality. This finding is in agreement with Mgbere and Andrew (2019), who found that time management practices, including monitoring of time adherence, significantly correlate with job performance in educational institutions in Rivers State. The finding also corroborates Ugwulashi (2015), who emphasized that monitoring and enforcing time standards in Nigerian educational institutions is essential for improving administrative and academic outcomes. The hypothesis associated with this finding confirmed that the calculated t-value of 21.09 exceeded the critical t-value of 1.97, leading to the rejection of the null hypothesis.

The finding in table 4 equally revealed a high positive and significant relationship between time utilization for staff development programmes and effective service delivery ($r = .80$; $t = 24.80$; $p < .05$). This indicates that regular investment of institutional time in training, workshops, and capacity-building programmes significantly enhances service delivery. The finding corroborates Osaat and Ekechukwu (2017), who found that effective management of time for staff development significantly improves job effectiveness in Nigerian universities. The finding is also supported by Olagunju and Asuquo (2025), who observed that deliberate institutional management of time for learning and development activities significantly improves performance and goal attainment in educational institutions. The hypothesis revealed that the calculated t-value of 24.80 exceeded the critical t-value of 1.97, resulting in the rejection of the null hypothesis.

Conclusion

Based on the findings of this study, it was concluded that management of time resources is a critical factor in achieving effective service delivery in public universities in Imo State. The study established that time planning, time allocation for academic activities, time monitoring and evaluation, and time utilization for staff development programmes all have high positive and significant relationships with effective service delivery. This indicates that effective management of time across these four dimensions enhances the quality of academic service delivery, improves staff productivity and responsiveness, increases student satisfaction with university services, and promotes administrative efficiency.

The study further concluded that the quality of service delivery in public universities in Imo State depends largely on the commitment of university administrators and staff to disciplined time resource management practices. When time resources are systematically planned, equitably allocated, actively monitored, and purposefully utilized for professional development, universities are better positioned to meet stakeholder expectations, improve academic outcomes, and maintain their credibility as centres of excellence. Therefore, strategic and accountability-driven time resource management remains indispensable for the enhancement of service delivery in public universities in Imo State.

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Recommendations

Based on the findings and conclusion of this study, the following recommendations were made:

1. University administrators in Imo State public universities should develop comprehensive and realistic academic time planning frameworks, including annual academic calendars, semester timetables, and activity schedules, and ensure strict adherence to these plans to enhance service delivery quality.
2. Time should be proportionately allocated to core academic activities such as teaching, research, student supervision, and consultation, with clear guidelines on time expectations for each function, to ensure that academic staff deliver services consistently and at the expected quality.
3. University management should institutionalize robust time monitoring and evaluation mechanisms, including academic activity logs, performance audits, and schedule compliance reviews, to track time utilization and enforce accountability among both academic and administrative staff.
4. Institutional time should be regularly invested in staff development programmes such as workshops, seminars, training, and professional conferences, to build the competencies and skills of university personnel and improve service delivery in public universities in Imo State.

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