TIME MANAGEMENT SKILLS REQUIRED BY BUSINESS EDUCATION GRADUATES FOR EFFECTIVE JOB PERFORMANCE IN TERTIARY INSTITUTIONS IN ANAMBRA STATE

Constance Ifeyinwa Okoli
ci.okli@unizik.edu.ng
Department of Business Education
Faculty of Technology and Vocational Education
Nnamdi Azikiwe University, Awka, Anambra State
&
Chizobam Assumpta Adi
ca.adi@unizik.edu.ng
Department of Business Education
Faculty of Technology and Vocational Education
Nnamdi Azikiwe University, Awka, Anambra State

Abstract
The study ascertained business educators' ratings of time management skills required by business education graduates for effective job performance in tertiary institutions in Anambra State. One research question and two null hypotheses were tested. The study adopted the descriptive survey research design. The population of the study comprised 121 Business Educators (33 males and 88 females) in four public and private tertiary institutions in Anambra State. The study adopted a census survey sampling method. The instrument for data collection was a validated structured questionnaire titled Time Management Skills Required by Business Education Graduates for Effective Job Performance Questionnaire (TMSBEGEJPQ). The instrument's internal consistency was assessed using Cronbach's alpha coefficient, yielding a reliability coefficient of 0.85. The administration of the instrument was done through a direct delivery approach with the help of research assistants in the institutions. Descriptive and inferential statistics were used for data analysis; mean and standard deviation were used for the research questions, while t-test and ANOVA were used to test the hypothesis at the 0.05 level of significance. The findings of the study revealed that time management skills are highly required for business education graduates for effective job performance, and there was no significant influence of years of experience and area of specialization on educators' perceptions. In conclusion, time management skills were discovered as essential for graduate employability and for effective performance of business educators' graduates in the workplace regardless of area of specialization and years of experience, and it was recommended, among others, that business educators should train their students in effective time management strategies, such as prioritization, goal setting, use of digital planning tools, and managing multiple tasks to enhance workplace efficiency.

Keywords: Time management, business education, graduates, skills, effective, job, job performance, tertiary institutions

Introduction

Education is universally acknowledged as one of the most powerful instruments for national development, economic growth, and social transformation. It is through education that individuals acquire the knowledge, skills, attitudes, values, and competencies necessary for personal development and meaningful contribution to society. Every nation depends on its educational system to produce competent human resources capable of driving innovation, productivity, and sustainable development. In Nigeria, education is expected to equip learners with functional skills that will enable them to become self-reliant, gain meaningful employment, and contribute positively to national development. Consequently, tertiary institutions are expected not only to impart academic knowledge but also to develop graduates who possess the practical and employability skills required for success in the modern workplace (Uchedu, 2013).

Business education is one of the vocational and technical education programmes established to prepare individuals for careers in business occupations and for effective participation in the socio-economic development of the nation. The programme integrates knowledge, practical skills, attitudes, and values that enable graduates to function effectively as teachers, entrepreneurs, office managers, accountants, business administrators, and employees in both public and private organizations. According to the National Policy on Education (FRN, 2020), business education is designed to produce competent manpower equipped with the knowledge, practical skills, and entrepreneurial competencies needed for gainful employment and self-employment. It exposes students to various aspects of business activities, including accounting, office technology and management, marketing, entrepreneurship, business communication, and information and communication technology. Business education equips its recipients to achieve total development. The goal of business education in this electronic world is to provide students with hands-on technical training that prepares them for the rapidly evolving 21st-century workforce. Business education enables students to develop analytical, critical thinking, and interpersonal skills applicable to real-world problems (Ugwunwoti, 2018). The knowledge, skills, abilities, and attitudes acquired by business education graduates will enable them to be relevant in modern offices. Ugwunwoti (2020), opined that business education graduates are those who have undergone a business education programme and possess the needed skills after completing their programme in tertiary institutions.

According to Okoli and Ibeh (2017), business education, which is education for and about business, is designed to produce qualified and competent graduates who should become successful workers and employers of labour. Consequently, the authors stressed that the provision of generic employability skills to Business Education undergraduates, in addition to their occupational knowledge, is essential. Such generic skills are categorized as core basic skills, intellectual abilities, and personal attributes. These are the same skills required for a graduate to start and effectively run and manage his or her own business.

In recent years, graduate unemployment has become a serious issue in Nigeria, and Business Education graduates are no exception. It is no longer unusual to see graduates walking the streets of Nigeria's cities searching for non-existent job opportunities. Thousands of these graduates turned out from tertiary institutions every year end up roaming the streets without any hope of securing jobs or self-employment. The issue of unemployment in Nigeria has been attributed to many factors, the most important of which is inadequate saleable skills among graduates (Okoli & Ezenwafor, 2015). Emeh, Nwanguma and Abaroh (2012) also cited a dearth

of candidates with employable skills as the main reason for unemployment among university graduates rather than unavailability of jobs.

Employability skills are the transferable skills and personal attributes that make individuals effective and successful in the workplace, regardless of the specific job or industry. They are crucial for both securing employment and thriving in a chosen career. Some of the employability skills include communication, teamwork, problem-solving, initiative and enterprise, planning and organizing, self-management, learning skills, technology, critical thinking, adaptability, work ethic, leadership, and business awareness, among others (Okoli and Ibeh, 2017). Employability skills are the foundational abilities that enable individuals to perform well in the workplace, regardless of their specific job or industry. Employability skills, encompassing both technical and soft skills, are crucial in today's job market because they enhance a candidate's overall value to an employer, leading to better job prospects, performance, and career satisfaction.

Time management skills have become increasingly important in contemporary organizations where productivity and efficiency depend largely on the effective utilization of available time. Time management involves planning, organizing, prioritizing tasks, setting goals, meeting deadlines, minimizing distractions, and utilizing available resources efficiently. Employees with effective time management skills are more productive, experience less work-related stress, and contribute significantly to organizational success. Business education graduates who possess strong time management skills are more likely to perform effectively in their assigned duties and achieve organizational expectations.

According to Onah and Eze (2023), effective time management is a determinant of employability, as graduates who are able to prioritize tasks and avoid procrastination tend to complete their assignments more efficiently and are often rated highly by employers. In the Nigerian context, the demand for time management is even more pronounced given the high workload, limited resources, and complex bureaucratic processes that characterize many organizations. Uche and Adebayo (2024) observed that graduates who lack effective time management strategies often experience job burnout, missed deadlines, and reduced performance levels, thereby making them less competitive in the labour market. Business education graduates, in particular, are required to handle administrative, technological, and managerial tasks simultaneously; hence, their ability to manage time effectively is central to their success. Employers in banking, education, commerce, and entrepreneurial sectors consistently highlight punctuality, task scheduling, and deadline adherence as key indicators of professionalism (Eze & Igwe, 2023).

Business educators' perceptions of time management skills may, however, differ depending on certain demographic and professional characteristics. Two important moderating variables are years of teaching experience and area of specialization of business education graduates. Teaching experience exposes educators to curriculum implementation, classroom management, students' learning challenges, institutional practices, and interactions with employers and industry professionals. Business educators with more than ten years of teaching experience may have accumulated richer practical knowledge and professional insight regarding the competencies required for effective workplace performance. Conversely, educators with nine years or less of teaching experience may have more recent exposure to emerging technologies, innovative teaching approaches, and current industry practices. These differences may influence

how each group rates the importance of employability skills required by business education graduates.

Adegbite and Sanni (2022) carried out a study on Time Management Practices and Job Effectiveness of Business Education Graduates in Selected Private Organizations in Lagos State and discovered that graduates who consciously planned their daily activities, prioritized tasks, and minimized procrastination recorded higher job effectiveness scores. The PPMC showed a significant positive relationship between time management practices and job effectiveness ($r = 0.62$, $p < 0.05$), and regression analysis indicated that time management practices significantly predicted job effectiveness ($\beta = 0.58$, $p < 0.05$). The study concluded that time management is a core employability skill that enhances workplace productivity among business education graduates. It is recommended that tertiary institutions incorporate practical time management modules and that employers include time management training in induction programmes.

Nwosu and Obi (2023) findings also revealed that students who used scheduling techniques, set daily goals, and monitored their progress recorded significantly higher productivity ratings during SIWES than their peers who did not. ANOVA results indicated statistically significant differences in productivity across students grouped by level of time-management skill ($F(2,207) = 8.34$, $p < 0.05$). The study concluded that deliberate time management skills positively influence students' productivity during workplace practicum and recommended incorporation of time-management training into pre-SIWES preparation and continuous monitoring by supervisors.

Okorie (2022) revealed that despite continuous curriculum reforms, entrepreneurship education initiatives, technological integration, and increased investment in tertiary education, employers in Nigeria continue to express dissatisfaction with the employability skills demonstrated by many graduates. Reports of graduate unemployment, underemployment, poor workplace performance, and the need for extensive on-the-job training suggest that many graduates still lack the competencies expected by employers. This persistent concern underscores the need to ascertain the time management skills considered essential by business educators and to determine whether their ratings differ according to years of teaching experience and area of specialization. It is against this background that this study investigated business educators' ratings of time management skills required by business education graduates for effective job performance in tertiary institutions in Anambra State.

Purpose of the Study

The main purpose of this study is to ascertain Business Educators' ratings of time management skills required by business education graduates for effective job performance in tertiary institutions in Anambra State.

Research Questions

1. What are the time management skills required by business education graduates for effective job performance in tertiary institutions in Anambra State?

Hypotheses

The following null hypotheses were tested at the 0.05 level of significance

1. There will be no significant difference in the mean response of less experienced (Below 10 years) and experienced (10 years and above) business educators on time management

skills required by business education graduates for effective job performance in tertiary institutions in Anambra State.

2. The mean response of business educators in accounting education, Office Technology Management, and Cooperative Economics and Management options will not differ significantly on the time management skills required by business education graduates for effective job performance in Tertiary Institutions in Anambra State.

Methods

This study adopted a descriptive survey design. The survey research design is a very valuable tool for assessing opinions and trends on a small scale. A descriptive survey design, according to Crewell (2022), is a form of quantitative method that seeks to gather information from a sample to describe trends, attitudes, behaviors, or characteristics of a population. This study was carried out in tertiary institutions in Anambra State. The population of the study comprises 121 (33 males and 88 females) Business Educators in four public and private tertiary institutions in Anambra State. This category of Business Educators is chosen because they could be easily reached, as they deal with the training of business education students for the purposes of facilitating the creation of jobs. The study will adopt a census survey sampling method. The instrument for data collection is a 7-items structured questionnaire titled time management skills required by business education graduates for effective job performance questionnaire (TMSBEGEJPQ). The items will have response options thus: Very Highly Required (VHN) - 5points, Highly Required (HN)– 4points, Moderately Required (MN) – 3points, Lowly Required (LE) – 2 points, Very Lowly Required – 1point.

The questionnaire was validated by three experts: two from the Business Education Department of the Faculty of Technology and Vocational Education, and one from the Measurement and Evaluation Department of the Department of Educational Foundation, Faculty of Education, Nnamdi Azikiwe University, Awka. The researcher presented the topic, purpose of the study, research questions and hypotheses, and a copy of the questionnaire to the validators. The validators were requested to scrutinize the items to check for appropriateness and adequacy, as well as their relevance, clarity, legibility, and language expression. Suggestions such as modification of items and modification of the response options made by the experts were adhered to by the researcher before printing final copies of the questionnaire for the study. The internal consistency of the instrument was established using the Cronbach's alpha coefficient and yielded a reliability coefficient of 0.85. The researcher collected a letter of introduction from the Head of Department to grant the researcher permission to administer copies of the instrument to the respondents in their different institutions with the aid of five research assistants who will be briefed on the method of administration and collection of the instruments. The administration of the instrument will be done through a direct delivery approach. Descriptive and inferential statistics were used for data analysis; the mean and standard deviation will be used for research questions, while t-test and ANOVA were used to test hypotheses. A null hypothesis is rejected where the calculated p-value is less than the 0.05 level of significance; it means that there is a significant difference. Conversely, where the calculated p-value is greater than or equal to the level of significance (0.05), it means that there is no significant difference and the hypothesis is not rejected.

Results

Research Question 1: What are the Time management skills required by business education graduates for effective job performance in tertiary institutions in Anambra State?

Table 1: Mean response on the time management skills required by business education graduates

SN	Time management skills	x̄	SD	Remarks
1	Ability to prioritize tasks and manage time effectively for effective job performance	4.10	0.73	Highly Required
2	Ability to set achievable goals and meet deadlines in assigned duties for effective job performance	3.87	0.96	Highly Required
3	Ability to schedule and coordinate workplace activities efficiently for effective job performance	4.22	0.63	Highly Required
4	Ability to balance multiple responsibilities without compromising work quality for effective job performance	4.09	0.76	Highly Required
5	Ability to use digital tools such as calendars and planners to organize tasks for effective job performance	4.10	0.73	Highly Required
6	Ability to minimize procrastination and maintain focus on key objectives for effective job performance	4.05	0.81	Highly Required
7	Ability to manage work under pressure and deliver results within set timelines for effective job performance	2.50	1.18	Moderately Required
	Weighted Mean	**3.85**		Highly Required

N: 117

The data presented in Table 1 show that out of seven items rated by the respondents on time management skills required by business education graduates for effective job performance in tertiary institutions in Anambra State. Six items with mean values from 3.87 to 4.22 were rated as highly required. These skills include the ability to prioritize tasks, set achievable goals and meet deadlines, schedule and coordinate workplace activities, balance multiple responsibilities, use digital tools, and minimize procrastination. One item on managing work under pressure (Mean = 2.50), was rated as moderately required. With a cluster mean of 3.85, it was confirmed that time management skills were highly required for business education graduates for effective job performance in tertiary institutions in Anambra State. The standard deviation obtained ranged from 0.73 to 1.18, which indicates that they are closely related in their responses.

Hypotheses

Hypothesis 1: There will be no significant difference in the mean response of less experienced (0-10 years) and experienced (10 years and above) business educators on time management skills required by business education graduates for effective job performance in tertiary institutions in Anambra State.

Table 2: Summary of t-test analysis on the mean response of less experienced (below 10 years) and experienced (10 years and above) business educators on time management skills

YOE	N	Mean	SD	df	t-value	p-value	Decision

Below 10 yrs	73	3.85	0.48				
10 yrs and above	44	3.84	0.44	115	-.122	.903	Not Significant

The table indicates that there is no significant difference in the mean responses of experienced and less experienced business educators on the time management skills required by business education graduates. Both groups have the same mean score (Mean = 3.85), with standard deviations of 0.48 and 0.44, respectively. The calculated *t*-value (-.122) with a *p*-value of 0.903 is greater than 0.05; therefore, the null hypothesis is accepted. This implies that years of experience do not significantly influence educators' perceptions of the time management skills required for effective job performance in tertiary institutions in Anambra State.

Hypothesis 2: The mean response of business educators in accounting education, Office Technology Management, and marketing options will not differ significantly on the time management skills required by business education graduates for effective job performance in Tertiary Institutions in Anambra State.

Table 3: Summary of ANOVA analysis of mean responses of business educators in accounting education, Office Technology Management, and Cooperative Economics Management options will not differ significantly on the time management skills required by business education graduates

	Sum of Squares	df	Mean Square	F	Sig.	**Decision**
Between Groups	.089	2	.044	.197	.822	Not Significant
Within Groups	25.642	114	.225			
Total	25.730	116				

The table indicates that there is no significant difference in the mean responses of business educators in Accounting Education, Office Technology Management, and Marketing on the time management skills required by business education graduates. The calculated F-value (0.197) with a significance value of 0.822 is greater than 0.05. Therefore, the null hypothesis is accepted, showing that area of specialization does not significantly influence educators' perceptions of the time management skills required for effective job performance in tertiary institutions in Anambra State.

Discussion of Findings

The study revealed that time management skills are highly required for business education graduates for effective job performance, with moderate variation in respondents' ratings and no significant influence of years of experience or area of specialization on educators' perceptions. This finding is consistent with Okorie (2022), who reported that self-management skills, which include effective time management, are among the key competencies required by business education graduates for job performance. He also discovered that business educators did not differ significantly in their perceptions of these skills, suggesting an agreement on their importance. Similarly, Chukwudolue and Okeke (2025) found that SME managers in Anambra State noted time management skills as crucial for venture creation success among business education students, also indicating time management as essential for workplace readiness even beyond formal employment contexts. Additionally, employability skills also identified time management-related competencies such as setting goals, avoiding procrastination, and meeting

deadlines as highly needed by business education students for self- employment and workplace effectiveness, further supporting the high requirement of time management skills for effective graduate job performance.

Conclusion

This study concluded that technological skills are significantly influenced by educators' years of experience; the perception of all other skill sets is not affected by either years of experience or area of specialization. Overall, this indicates that these skills are universally regarded as essential for graduate employability and effective workplace performance, regardless of the background or experience of the business educators assessing them.

Recommendations

Based on the findings of the study, the following recommendations were made;

1. Management of the business education programme should provide opportunities for leadership development, such as mentoring programs, student-led projects, and group activities, to help graduates cultivate effective leadership and team management abilities.
2. Business educators should train students in effective time management strategies, including prioritization, goal setting, use of digital planning tools, and managing multiple tasks to enhance workplace efficiency.

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