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Time Management Ethics for Quality of University Education in Kenya: A Comparative Study of Selected Schools in a Public and a Private University in the North Rift Region of Kenya

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Abstract:

Research focused on time management in terms of students and lecturers academic ethics in relation to quality education. The study was a comparative study of public and private universities in Kenya. Fewer studies examine student and lecturers' time management more broadly. Of particular interest is whether students and lecturers in universities today conceptualize time management ethics as a way of achieving quality university education. We collected and analyzed qualitative responses from 16 lecturers and 56 students from two universities in order to compare and understand how they define and demonstrate time management in their lives as students and lecturers. Consistent with the current literature, our data showed that time management in academics was predominantly taken as an efficient and effective use of hours allocated for teaching and learning for quality education. Planned time promotes the achievement of quality grades and saves the cost of education, Challenges such as late commencement of lectures in a semester, time table collisions, missing lecturers, students and lecturers strikes has derailed the achievement of quality education. The findings suggest that the university management should develop a policy on time management, guidelines and penalties for non-compliance on academic timelines among students, lecturers and the university management.

Keywords: Time management, quality education, academic ethics, public and private university

1. Introduction

1.1. Time Management and Quality of Education

Gerald (2002) describes time management as a set of ideas, tools, abilities, practices and systems that work collectively to assist individuals get more worth out of their time with the intention of enhancing the quality of a person's existence. Agarwal (2008) in his support asserts that time management is often an individual challenge and if one is instinctively conscious of what is right, then there is no reason to fear. Akomolafe (2005) states that time honestly can't be controlled as it can't be accelerated, manufactured or be slowed down. However Adebayo (2015) believes that time may be controlled due to the fact whenever a person desires to unravel the problem of deferment, one should study and advance time management abilities.

In the present world, time is perceived as an indefinitely usable and divisible product which help to pervade the idea of time via the organization and that all the human resources and materials possessed by establishments may be enriched within the course of time or can be transformed as time goes on since time but can't be stored, altered or procured (Karim, Sevari, Mitra & Kandy, 2015). In order to attain achievement in life, it is important to efficiently cope with this useful asset that everybody owns equally and pay sufficient importance to planning (Macan, Shahani, Dipboye & Phillips, 2000). However, the efficient and effective time use differs with respect to the obligations carried out, the additional growth in the level of information and abilities anticipated from present personnel has further accelerated the need of time planning (Karim et al, 2015). The competitive environment we stay in currently inspires teachers from their basic training to plot and control time successfully (Alay & Koçak, 2003). Consequently the road to excellence in academics passes through powerful and efficient operations which are most effective viable through time management.

Time management performs an important function in enhancing student's educational achievements. For this reason each and every student need to have time control capability which incorporates putting priorities and goals, the use of time control mechanism and being prepared in the usage of time in which time management is best feasible via overall performance and motivation (Brigitte, Claessens, Eerde, & Rutte, 2005). Time management practices effects the

outcomes of teachers as empirical research carried out by earlier researchers, regardless of understanding the effect of time on educational success, this connection is never given any importance or chance by the students (Sevari & Kandy, 2011). This indicates that most students are affected by external factors as compared to their internal factors that lead to the accomplishment of their educational goals and objectives.

Kelly (2002) pinpoints the significance of people having consciousness of time and the actions that fill up one's time. He additionally asserts that people generally overestimate or underestimate how lengthy it takes to solve a challenge that they hardly ever deliver a correct. Practicing effective use of time entails exploiting capabilities including beginning a venture, staying focused and balancing one undertaking in opposition to every other. Students who generally procrastinate do no longer feel much less demanding after planning (Lay & Schouwenburg, 1993). Britton and Tesser (1991) determined a nice relationship between quick-variety planning and grade point common (GPA) of trainees, which indicates that scholars who are aggressively involved in time control strategies are possibly to achieve achievement blessings. Without the improvement of effective behaviors, which includes motivation, and self-law, students are likely to do poorly and discover it tough to enhance future performance (Baothman, Aljefri, Agha, & Khan, 2018). Effective time management therefore enables qualitative teaching and learning in undertaking instructional dreams and objectives.

Past research acknowledged the positive effect of time control. Time control abilities have proven to have a positive effect on teacher training and learner outcome (Kearns & Gardiner, 2007). Krause and Coates (2008) explain that the capability to successful control of time is the inspiration of college students to broaden desirable study behavior and plans for achievement. Time management gives students the approach to shape and manage their actions (Claessens, van Eerde, Rutte, & Roe, 2007). Wang, Kao, Huan and Wu (2011) discovered that time control is critical past the institution where the capability to control a person's free time is determined to importantly develop one's worth of life. O'Connell (2014) additionally indicates that the balance between exercise, sleep and suitable nutrition could result in a decrease in student illness. This also shows that there is a connection between time control and physical fitness.

Time is constantly available although it does not wait for any person or respect sex as contemplated in the studies led by Omolola (2010) that all students are affected by management of time. Adebayo (2015) asserts that student educational overall performance improves when time control abilities are well handled and that prioritizing responsibilities can also make studying and college work less difficult and more exciting. She similarly defined that academic strain happens when college students experience the force of cramming for examination, dashing through assignments and getting little sleep due to inadequacies and fear consequently operational time control strategies should be carried out to the learners' academic lifestyles and general program to reap fulfillment, peace and harmony.

King (2002) pinpoints numerous external pressures confronting time and describes them as a group of factors that consists of: challenges of one's capability or information, which enforces an undesirable ultimatum on time, abilities and emotive reserves. Achunine (1998) identifies time wasters in university system as numerous mechanisms that have an effect on time control performances. It consists of occasions like teachers' strike, fire outbreak, unexpected accidents and lots of emergencies that interrupt students' day time table. Knaus (1996) adds that students can be overcome by obligations to a point of doing away with school assignments and spend a great deal of time on social media, or being stressful about future exam and class assignment instead of completing them.

Adebayo (2015) urges that reflection management of time suggests that prioritization and procrastination are possibly the most shared time control issues among students. In her view, a few students struggle with deferment owing to lack of time management, particularly once they cannot meet the time limits. Adamson, Covic and Lincoln (2004) give an explanation that there is a developing study that indicates time control is definitely linked with overall performances in academics. Liu, Rijmen, MacCann and Roberts (2009) asserts that time management capabilities of organization and planning were definitely associated to better course grades. The hardworking students are more successful than low or average learners to devote in their energies and capabilities in time control associated self-controlling strategies which consist of planning (Eilam & Aharon, 2003). Additionally, Britton and Tesser (1991) established that time management talent of time attitudes and planning has been associated with academic attainments

For Ponton, Carr and Confessore (2000), studying is a characteristic of resilience and effort where personal strategies to studying comprise college students enthusiastically participating through their research in the face of demanding situations which include the perceived lack of time. (Claessens et al., 2007) notes that this kind of time control approach is known as planning behavior in which actual time management entails considering the energy necessary to deal with numerous factors of studying and is improved by goal orientation and motivation (Martin, 2008). Individual student traits consisting of their self-control, motivational drivers, and their need for consideration influence their ability to persevere in instances of alleged problem (Braxton et al., 2004). The diverse demanding situations and the extensive course load in educational curricula necessitate the usage of effective learning techniques.

The current time management interventions consist of training in competencies comprising, problem-solving techniques, scheduling, negotiating, and prioritization of obligations, delegating obligations, purpose-setting and self-tracking in addition to conflict resolution (Morisano, Hirsh, Peterson, Pihl, & Shore, 2010).

Claessens, Van Eerde and Rutte (2007) asserted that focused students especially on management of time are frequently focused on positioning priorities and goals, the mechanism of time control which consists of and ones desire for organization and making to-do lists as an example choice for a well-organized instead of disorganized work day. Research results on the efficiency of time control interventions in students were varied as a rare study has established that time management training cannot result to variations in time control activities (Macan, 1996). However other studies have mentioned that experience to such schooling can result in enhanced use of time and accomplishment of obligations (Orpen, 1994). Green and Skinner (2005) concluded that, after training, respondents are likely to have interaction in time

control behaviors more regularly. Furthermore, variables which consist of perfectly approximating time, spending time on essential duties, nervousness and postponement appear to be definitely affected by time management education and training (Eilam & Aharon, 2003). This points out that time management training, time planning and management practices leads to excellence in educational attainment.

Kenya is more and more turning to the promise of mass university education, which means a change from elite to an open system of admission, to assist unravel a variety of financial and societal difficulties where both private and public universities have embarked on a fast extension of their programmes and regionalization of colleges resulting to high admission rates. The rapid expansion of the universities and colleges has in the recent past posed extreme demanding situations to managers and leaders of the colleges due to diminishing resources (Nyaigotti, 2004). However, as Cheboi (2004) found out, the government has been going through difficulties in funding the universities and overseas organizations and funding have performed a vital position in lessening the colleges' economic limitations. Nonetheless, monetary limitation still remains the colleges' primary assignment but they may be anticipated to offer best training to their trainees whose numbers has been rising fast than the teaching and learning can accommodate.

In spite of this developing capacity, Kenya's demand for affordable and access to college education far exceeds the system's capability to provide student support and deliver quality education (Owuor, 2012). Even as the Kenyan authorities has carried out several reforms meant to strengthened and increase degree production and academic performance, far less resources have been supplied for services to aid registered college students. This is complex is due to the fact that enrolling students to university without providing adequate levels of assistance frequently leads to a disastrous educational level and misused school properties (Mathooko & Ogutu 2014). University administrators are faced with the challenge of understanding changing demographics, commercialization of university education and emergence of new technologies (Kiptiony, Momanyi & Kange, 2016). Limited financial and human resources continue to adversely affect quality, equity, efficiency, effectiveness and relevance in governance and management of universities.

As a result, lecturers have to teach increasingly more students from a shrinking resource base, while facing an explosion of new skills and knowledge to be acquired resulting to the declining conditions on the capability and readiness of lecturers to deliver quality education and the spiraling student numbers at Kenya's universities strain lecturers thereby causing job dissatisfaction (Kiptiony et. al, 2016). Gudo, Oanda and Olel (2011) in their research showed that insufficient participation of students and staff in policymaking impacted adversely on public universities education quality and to some degree in private universities. Kiptiony et. al, (2016) also found that in Kenya's faith-based chartered private universities, lecturers' turnover was due to leadership problem such as lack of proper policy implementation, heavy work load, lack of personal development programmes and compromised terms of contract. However, the higher education institutions are anticipated to deliver to their students quality education whose numbers are rising highly yet unresolved challenges has a great danger of declining quality of education.

2. Methodology

2.1. Sampling Technique

Purposive sampling technique was used to select one private and one public university from the total number of four public and three private universities in the North Rift region. Schools of education were selected purposively because they play a key role in preparing quality teachers. The researcher used quota sampling technique to select twenty eight fourth year students and eight lecturers from each institution. Fourth year students were also selected purposively for the study due to their in-depth knowledge and experience in academic ethics in the four-year course. Seven students from each of the four courses offered namely Arts, science; Early Childhood and Technology or distance learning were selected. Two lecturers from each of the four departments namely: Management, Curriculum, Foundations and Psychology were also selected. Lecturers were selected in the school of education owing to their in-depth knowledge and experience on academic ethical issues among the students.

2.2. Participants

Respondents for this research being a qualitative study were 72 in total which comprised of 16 lecturers and 56 fourth year undergraduate students. The students who participated in the focus group discussions were split into eight groups. 28 students in four groups of seven students each participated in each university. The researcher gave the participants equal chances to express their diverse range of responses. The fourth year education students who were the participants were informed through phone calls on the purpose, date, time and venue of the discussion and were guided on the questions of concern to the research as well as the direction of the study. The researcher's function in the discussion was to give an explanation for the research purpose, obtained consent from respondents, probing, recorded and wrote crucial points of the discussion.

Interview method of gathering data was used to collect information on academic ethics and quality of university education from the eight lecturers who were sampled in each university. The selected lecturers were informed through phone calls, emails and reminded on the purpose, date, time and venue of the interview. Interview method was deemed to be appropriate to the study since it aimed at getting an in-depth understanding and experience of the lecturers on ethical issues and quality of university education in line with the study objectives through probing and clarification of questions and responses where necessary. The interview schedule was availed to the study participants prior to the face to face interview in order to give the respondent an insight on the focus of the interview. All the face to face interviews were carried out during the day in an office and were recorded for later analysis after consent was sort from the respondents.

The researcher moderated the interview, clarified and elaborated questions at the same time using probing questions in order to get a deeper understanding and participants' view on academic ethics and quality of university education.

2.3. Research Instruments

Focus group discussion schedule for students was used to guide the study.

- Briefly describe the meaning of time management
- The participants were asked to describe how they manage time in your studies.
- The participants were asked to explain how time management affects the quality of your studies and the challenges they face in managing time.
- The participants were asked to suggest solutions to the challenges of time management.

2.4. Interview for Lecturers

The lecturers were asked to describe their experiences as well as their students on academic time management in relation to quality of University education.

3. Discussion of Findings

3.1. Time Management Ethics for Quality Education

The study sought to determine the students and the lecturers' time management ethics and its effect on the quality of education in selected schools in a public and compared to a private university. The students respondents participated in the focus group discussion while the lecturers were interviewed and the results were obtained as discussed in the subsequent paragraphs.

The majority of the selected public university student participants in all the four focus group discussions pointed that time managements is an effective and efficient use of hours allocated for courses throughout study duration in order to achieve success, graduate as planned and saves them the cost of their education. Students in public university categorically raised concern on time management in their institution.

"Most student study duration has prolonged to more than five years instead of the required four years because of time wastage" (Student 1 in group 1).

"Time wastage results to students sitting for supplementary examinations and eventually awarded lower class and pass degrees" (student 4 in group 3).

There was a consensus that teaching and learning in most courses begin late in the semester as a result of the lecturers in those courses failing to begin teaching as scheduled by the university academic calendar. This leads to rushing through the syllabus, giving out unexplained notes and handouts that leads to students finally copying exams from friends, scoring low grades and tempering with the quality of skills, training and education they acquire. This is in agreement with (Abebayo, 2015), who notes that academic tension arises when candidates feel the pressure of cramming for examinations, rushing through academic work and receiving minimal sleep because of inadequacies and anxiety therefore effective time management strategies should be applied to the students' educational life and their general programs in order to achieve victory and peace of mind.

The view that most university students report to college late and fail to attend lectures with the perception of copying notes from friends later was a common view between the lecturers and the student respondents.

"When students miss lectures, they fail to understand the concept taught in context and they end up cramming the content for exams and not for application thus lowering the quality of knowledge and skills acquired through education and yields examination oriented kind of education system" (Participant 5).

The lecturers lamented that poor infrastructure and heavy workload given to the lecturers by the university management is to blame for this poor time management ethics.

Teacher educators concurred with the students that time management depends on proper planning of teaching time, organization of meetings, workshops, seminars and other responsibilities given to the lecturers, and that if all these are planned well it can promote timely and quality teaching. Morisano, Hirsh, Peterson, Pihl and Shore, (2010) also supports planning by affirming that existing time management interventions include prioritizing tasks, training in skills such as goal setting, scheduling, self-monitoring, problem solving techniques and negotiating, delegating as well as conflict resolution.

The results from the public university participants revealed that there are inadequate learning facilities which lead to students moving from one room to another due to clashes in time table at the same time huge classes handled by one lecture without the use of microphones which renders the lecturers inaudible to students at the back seats as a result students will spent a lot of time after the lectures copying notes from others instead of studying. Owuor (2012) adds that with the student increasing capacity, Kenya's demand for access to affordable university education far exceeds the system's capacity to deliver quality education and student support. All Student participants synonymously agreed with student 4 in group 4 who was concerned that the course content that they take depends on the sitting position based on time they arrive to secure at the lecture hall as a student.

"I walk up very early in the morning in order to get a chance to sit closer to the lecturer due to large class sizes because I have learnt the importance of capturing the information from the lecturer himself" (Student 4 in group 4).

The students' sentiments are in line with Mathooko and Ogutu (2014) who pointed out that even though the government has tried to implement several reforms projected to increase academic efficiency, far fewer resources have been offered for services to support enrolled students. This is challenging since admitting students to university without

providing appropriate levels of support often results in a failed educational experience and misused institutional resources. In support of the students, lecturer participant 3 lamented that poor infrastructure and heavy workload has been a challenge in providing quality education, she commented that, *"I try as much as possible to cover more work with the students however; there are many tasks to be accomplished at conflicting times"*. All the lecturers who were interviewed concurred that the government should enhance infrastructural development in order to reduce overcrowding for efficient and effective teaching and learning.

Some organized students are able to manage their time well by completing and submitting their assignments on time, making follow up with the topics not covered by their lecturers by using the course outlines given to study ahead by searching and downloading notes from the internet in order to obtain quality grades. This concurs with the view of Liu et. al., (2009) who pointed that the time management abilities of planning and organization are definitely associated with course grades. Eilam and Aharon (2003) also supports importance of time management in relation to quality education stating that high achievers are more successful than low achievers to make investments in their efforts and competencies in time management associated self-regulatory procedures consisting of making plans.

Another challenge that was highlighted by student participants in group 3 regarding the shortage of lecture halls and furniture as well as space in the library is that it makes the university administration to send students away from the university for a long holiday every academic year. All the student participants agreed that these challenges lower the quality of their education.

Queuing is a factor that emerged as another major challenge that affects the public university students. According to most student respondents in all the four group discussions they noted that a lot of time is wasted in queues trying to get services in many university offices. Most student participants raised concern over the slow phase in which the university workers offer services to the students in the finance, examinations, health and catering departments. Student 7 in group 4 in agreement with other student participants noted that queuing is a phenomenon and a daily exercise in the university where too much study time is consumed especially in the catering departments. The students however asserted that they opt to miss teaching and learning when seeking the essential of services in these departments thus lowering the quality of their education.

Prolonged lecturers strikes and students unrest is another issue of concern raised by the student respondents in the public university, They claimed to have led to poor grades since the students are unable to get academic assistance in the course of the strike and this also delays the students' graduation. This is congruent to the perspective of Achunie (1998) who identifies time wasters in education system as several factors that include; strike, lecturers, students' unrest, fire outbreak, sudden accidents, and many other predicaments which interfere with students' everyday schedule.

All the student participants in the public university category agreed that these challenges lower the quality of their education. However, they concluded that the institution should organize its semester learning activities to start as planned and put in place enough learning facilities to cater for the large number of students. The Majority of interviewed the public university lecturers agreed with the students that proper planning and conscious control of time spent in teaching and learning increases effectiveness and quality education.

All the lecturers who were interviewed concurred that the government should enhance infrastructural development in order to reduce overcrowding, motivate the lecturers by improving the terms of service and reduce the workload i.e. large number of students in classes. In support of the participant lecturers' point of view, Kiptiony, Momanyi and Kange, (2016) lamented that the lecturers have to teach increasingly more students from a shrinking resource base, while facing an explosion of new skills and knowledge to be acquired resulting to the declining conditions on the ability and readiness of dons to deliver high quality education and the spiraling student numbers at Kenya's universities strain lecturers thereby causing job dissatisfaction.

"Proper management of time requires self-discipline, conscience and passion for your work" (Participant 4).

All the participants were in agreement with participant 8 that proper time management promotes the quality of education.

On the other hand, most student respondents in private university are satisfied that all the teaching and learning activities commences on time in their institution with all the students and lecturers adhering to the scheduled semester academic timelines. This is in agreement with Macan, Shahani, Dipboye and Phillips (2000) who pointed out that the secret to attaining achievement in academics is efficiently managing time that everybody owns equally and paying sufficient importance to planning.

"The university posts all the required information and programmes such as semester opening dates, teaching timetables, fees requirements and other important events in the student portal in advance for them to plan" (Respondent 1 in group 1).

In agreement with her sentiments, respondent 2 in group 3 noted that when they receive the information in their portal, they pay fees and register for semester courses online. Respondents 4, 5, 3, in group 1, 2 and 3 respectively highlighted that private university prepares a schedule time table in order to cover up the time lost during academic interruptions and monitoring is done by the administration in order to ensure that the lessons are attended to accordingly. The lecturers adhere to the stipulated timetable since their remuneration is based on hours they work. Whenever the teacher educators miss classes due to interruptions or other commitments, they organize an appropriate time where they recover the lessons lost. Claessens et al., (2007) added that focused people are centered on setting and priorities, the mechanics of time management such as one's preference and making to-do lists for a well-organized organization.

However, there are a number of challenges such as limited students and lecturers contact hours where few topics are covered by the end of the semester. Respondent 3 in group 2 in the private university expressed her disappointment that

the student contact hours with the course lecturers is limited making us to cover few topics in most courses consequently, the quality of our education is negatively affected. In line with these sentiments, Kiptiony et. al, (2016) found that in Kenya's faith-based chartered private universities, lecturers' turnover was due to leadership problem such as lack of proper policy implementation, heavy work load, lack of personal development programmes and compromised terms of contract.

There is also abrupt discontinuation of students from their studies as a result of policy changes on student fee balances. All the student respondents agreed that the university management do not communicate to the students in time regarding their fees status against the reasons for non-payment they give resulting to abrupt discontinuation from studies towards the end of the semester and thus wastes time and discourages students. Knaus (1996) shares this opinion by saying that students can be overwhelmed by challenges to a point of putting off school assignments till later date. Respondents continued to explain that the examination department does not issue examination cards to students early enough and check them prior to examination; instead this is done when the exam is in progress. Most students are discontinued when the examination is in process therefore causing interferences and anxiety to the rest of the candidates sitting for the examinations. They concluded that these interruptions of their learning and examination progress lower the quality of examinations leading to poor grades.

The lectures and the students in the private university also concurred that there is an experience of teaching time table collisions in the institution which makes students forego other lectures only to copy notes from friends later and as a result this lowers students' academic achievement. All Lecturers were in agreement with lecturer 5 respondent who posited that whenever lecturers' misses lessons due to other commitments; they organize with the students on the appropriate time where they can recover the lost time even though time can't be enough. However, most respondents noted that time lost cannot be adequately compensated since there are a lot of content to be covered and that they are exhausted after every day's normal time activities. Gudo, Oanda and Olel (2011) in their study attributed this to insufficient involvement of college students and staff in decision-making affects negatively on quality teaching and learning in public universities and to some extent in private universities.

Lecturers in private university complained of unreasonable deadlines for the submission of students' examination marks by the university. This causes the lectures to rush through examination marking therefore compromising the evaluation standards. King (2002) also ascertain that there are several external forces confronting time and describe them to be combination of factors such as challenge to one's capacity or expertise which imposes an unwelcome demand on time, abilities and emotional reserves. Conclusively in both private and public universities, participants pointed out clearly that effective time management skills is a factor that can increase productivity and better learning outcomes.

Inadequate learning facilities and huge class sizes are the themes that emerge in relation to time management in both institutions. The student respondents in a public university lamented that the shortage of learning facilities is a factor that makes the management to send students for a long holiday in order to create space for other students in the lecture halls. In support of the students participants the lecturers pointed out that the shortage of lecture halls prolongs the students study duration. The participants in the private university notes that small lecture rooms makes the students uncomfortable due to their large numbers therefore quality is compromised. At times the university is forced to hire alternative lecture halls or move to other campuses therefore wasting time and inconveniencing the students. Both public and private university participants also lamented on huge class sizes and lack of microphones in the lecture halls. Nyaigotti (2004) faults the rapid expansion of the universities in the recent past to have posed extreme challenges to the government and managers of the college due to diminishing financial resources. The student participants explained that time is wasted as they try to get information from their lecturers and thus lowers the quality of their education. Many participants concluded that there is a strong relationship between time management and academic achievement.

4. Summary of Findings

Students in public university categorically raised concern on time management and quality of their education. There was a consensus that teaching and learning in most courses begin very late in the semester. The students experience inadequate learning facilities, huge class sizes handled by one lecture and prolonged lecturers and students' strikes have led to poor grades and delayed completion of studies. Poor infrastructure and heavy workload given to the lecturers by the university management is to blame for this poor time management ethics. On the other hand, most student respondents in private university are satisfied that all the teaching and learning activities commences on time in their institution with all the students and lecturers adhering to the scheduled semester academic timelines. Monitoring is done by the university administration in order to ensuring that the lessons are attended to accordingly. However, there are a number of challenges in the private university such as limited students and lecturers contact hours where few topics are covered by the end of the semester. Fee problems and teaching time table collisions have also lowered students' academic achievement. Private university lecturers complained of unreasonable datelines for the submission of students' examination marks to the university. Conclusively both private and public universities participants pointed out clearly that effective time management skills is a factor that can increase productivity and better learning outcomes.

5. Conclusion

Private universities had put in place better measures for time management in academics as compared to public universities. Most student respondents and their lecturers in the private university are satisfied that most of the teaching and learning activities commence on time in their institution with all the students and lecturers adhere to the scheduled semester academic timelines. However limited students and lecturers contact hours, timetable collisions and shortage of

learning facilities as challenges that affect time management in private university. The main concern raised by the public university students and their lectures was inadequate learning facilities, lecturers' heavy workload and long queues resulting to time wastage as a result; students take a longer duration to complete studies with some scoring low quality grades. All participants conclude that effective time management increases better learning outcomes.

6. Recommendations

The researcher advocates for policy formulation by the university stakeholders that contains time management guidelines on the commencement of semester dates, teaching and learning timetables. The university should also put in place enough learning facilities and hire more lectures in order to reduce their workload and ensure that students graduate as planned. The university management should also put in place clear implementation guidelines and severe penalties for non-compliance on timelines among students, lecturers and all other university employees.

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