



IMPACT ASSESSMENT OF TEACHER'S TIME MANAGEMENT SKILLS ON CLASSROOM EFFECTIVENESS IN PUBLIC SENIOR SECONDARY SCHOOLS IN NORTH CENTRAL NIGERIA

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ABSTRACT

This study investigated impact assessment of teacher's time management skills on classroom effectiveness in public senior secondary schools in North Central Nigeria. Two research questions with its corresponding hypotheses guided the study. The study employed descriptive survey design, the population of the study consist all 14,111 teachers from public senior secondary schools in the North Central State in Nigeria and 550 teachers were used as a sample of the study through lottery method of simple random sampling techniques. The instrument for data collection entitled "Teachers Time Management Inventory Skills (TTMIS) was used for data collection. TTMIS was validated which gave 0.82 validity index and 0.79 reliability index. TTMIS was administered by the researchers and data collected were analyzed, using descriptive statistics of mean and standard deviation to answered research question while pair t-test was used to test hypotheses at 0.05 level of significant. The finding revealed that, there is a significant impact between teachers' time management skills and classroom managerial effectiveness and there is no significant impact of time management skills on male and female teachers' ability to deliver instruction in North Central State of Nigeria. Based on the findings of this study, the following are recommended: To ensure that teachers apply time management skills in their daily routine, school management should design and apply some instrument for periodical appraisal of teachers' time management skills based on achievement and teachers' are encouraged to adopt the time management skill of setting time limit for each activity in the management of students' classroom behavior; so as to increase their classroom managerial effectiveness among others.

Keywords: Assessment, Time Management Skills, Classroom Effectiveness, North Central Nigeria

INTRODUCTION

The significance of impact assessment of teacher's time management skills on classroom effectiveness in managing the educational sector at all the levels learning institution, especially the secondary education cannot be over emphasized. However, assessment is defined as the process of investigating the status or standard of a learner's achievement/attainment or the achievement of a group of learners, where group instruction prevails, with reference to expected outcomes which must have been specified as objectives (Anikweze, 2015). Assessment it is the practical application of measurement and just as all testing could be subsumed under assessment, so could all assessment be subsumed under measurement Anikweze as cited in (Galle, Agahu, & Paul, 2020). It involves collecting data with a view to making value judgment about the quality of a person, object, group or event (Galle, Sakks, & Aminu, 2018). Assessment practices provide the ways to measure individual and institutional success, and so can have a profound driving influence on systems they were designed to serve.

The significance of education in the life of an individual, a nation can never be over-emphasized, and teachers remain the key players in the field of education. Teachers in the secondary school environment shoulder many other responsibilities outside their primary role as learning mediators in the classroom. Gone are the days when the role of a teacher is restricted to the teaching of his core subjects in the classroom and going home at the end of the school hours. Ekechukwu (2018) noted, the Nigerian secondary school teachers in addition to instructional delivery is involved in so many non-instructional activities such as supporting the leadership team to implement the school's education plan, assessing and reporting on the behavior of students, providing educational and social guidance to students, taking part in continuous professional development activities, attending and taking part in staff meetings to support the smooth running and administration of the school, collaborating with parents, guardians and support staff to ensure educational well being of students that have special education needs.

As these various responsibilities of the teacher persistently compete for the limited time available to the teacher for the day; the teacher is left with the challenge of managing his/her time effectively in order to live up to expectation. In accentuating on the value of time for the teacher, Igwe (2014) stated that "time is a very precious and scarce resource that every teacher has access to; but could either utilized it effectively or ineffectively". In the same light, Ani (2016) noted that time if not efficiently managed by the teacher could lessen the effectiveness of the teacher as the leader of the learning process. He further noted that every minute of the teacher's time in school is very important and could make or mark an entire learning process. It is thus imperative that teachers

proportionally and wisely distribute time among the tasks they performed in the school; through proper time management (Ani, 2016).

According to Vennila (2018) defines time management as the ability to carefully schedule tasks and time in such a manner that facilitates the completion of the tasks in high standards; that is, spending the right amount of time on the right things. It involves one making substantial use of available time to ensure maximum productivity. Eva (2015) defined time management as “the process of organizing and planning how to divide available time between specific activities”. Buttressing further, Eva noted that “failing to manage one’s time damages one’s effectiveness and causes undue stress at work.” Thus considering the enormity of activities that characterize teaching in the present day secondary education in Nigeria, ranging from planning and delivery of instruction, managing students behavior, managing assignments, among others; it is possible that the classroom teacher could become overwhelmed with several responsibilities in the school and become less efficient in the classroom; if he or she does not possess adequate time management skills. Upholding this, Tambou (2017), noted that the ability of a teacher to effectively utilize his time to achieving set goals is dependent upon his or her time management skills. This time management skills according to Tambou include; setting goals, setting time limit for each activity, planning ahead, prioritizing, and removing non-essential tasks.

Goal setting is a widely embraced practice in corporate settings, and its importance in the realms of education can never be over-emphasized. Heather (2017) sees goal setting as an inspirational performance outcome or target that an individual uses for self – evaluation, which in turn orients the individual towards a desirable future state of affairs. Buttressing further, Heather opines that teachers’ goals may impact their professional growth and instructional effectiveness; and to achieve the set goals, the teacher must have to set time limit for every activity.

Setting time limit for each activity has been defined by Osawe (2017) to mean proper scheduling of tasks in line with available time to not only ensure prompt completion, but to equally forestall conflicts between tasks. It entails careful outline of all that needs to be done and when exactly they should be done; and will thus enable teachers to be realistic about what they want to achieve in the classroom, and the time available to them.

Planning ahead has been defined by Ejiogu (2010) as the practical vision, thinking, scheming and scheduling of activities that would be performed in order to achieve some set specific objectives. Time planning has been identified as key to effective time utilization and management. This was upheld by Ani (2016) when he noted that in time planning, the components of a particular task and the amount of time it will take must

be forecasted and estimated to aid the scheduling of time. Thus, a properly scheduled time coupled with the determination to use it well will result in a time well utilized.

Prioritizing means to arrange workload based on both the importance of the tasks as well as the resulting impact of the completed task (Mehta, 2019). Mehta further opined that since teachers have lots of responsibilities and things that can interrupt their everyday's tasks, arranging their activities in order of importance can help keep them on track even when something unexpected occurs. For example, assignments that require repetitive practice are better suited to be solved at home, so as to clear up extra time in class for the important lessons. A small pile of work is easier to manage and allows a teacher to properly evaluate the assignment and offer feedback to students in classroom. Classroom management refers to techniques employed by teachers to ensure that students learn effectively in a smooth and serene environment, with a system structured in a way that sets ideal standards for students' classroom behavior and making students accountable for their actions (Leustig, 2019). Explaining further, Leustig opined that the aim is usually to establish and sustain an orderly environment where students can engage in meaningful academic learning, so as to enhance their cognitive, social and moral growth. In same regard, Aikaterini and Pela (2019) defined classroom management as the manner in which teachers handle daily issues in the classroom, the preventive actions they take to ensure a thriving environment for all students, and measures taken to ensure the development of children's inner discipline. It could be deduced from both definitions that the role teachers' play in the classroom is beyond the actual teaching for which they are known.

Key elements of classroom management as identified by Johnson (2016) include: Developing effective working relationships with students; Training students on how learning takes place in the classroom; Protecting and leveraging time; Anticipating students' behavior in well-written lesson plans; Establishing standards of behavior that promote student's learning. Explaining further, he noted that one of the most important components of classroom management is relationships, because they strengthen teacher-students' interaction. Equally important is the need for teachers to ensure students understand that they are encouraged to learn at their individual pace. Also, teachers are expected to possess the ability to transition students from one activity to another without wasting time. Another is the ability to develop intuitive lesson plan capable of channeling students' interest and attention into productive learning paths. Teachers ought to establish behavioral standards that promote learning, as well as consequences that eliminate behaviors that impede learning.

The quality of teachers in educational institution determines the quality of teaching and learning. To this end, state governments in the country have made frantic efforts in training and retraining of secondary school teachers in the north central Nigerian states,

such trainings especially in the area of classroom management supervision, use of institutional materials, sensitization on drug and crime, and so on were organized to enhance the quality of teachers and reduce students' indiscipline behavior. Despite these trainings, teachers have not been able to apply what they have learnt, as there is still high rate of indiscipline behavior among secondary school students in north central Nigeria such as truancy, bullying, indecent dressing, excessive noise making in the classroom, and roaming the streets during school hours. Assignments are often left undone, and even when done, the teachers often do not have enough time to mark them. Also, during instructional delivery, most teachers find it difficult to give detailed explanation of lessons, because the allotted time of 40 minutes are usually not enough; thus leading to students' unimpressive performance in external examinations like WAEC. Some studies have attributed this problem to poor leadership by school administrators, indiscipline among teachers, poor remuneration, and gender-related issues; little or no research have attributed this problem to teachers applying time management skills in the management of their classrooms.

However, several empirical studies related to the study are reviewed such as Kayode and Ayodele (2015) examined the impact of teachers' time management on secondary school students' academic performance in Ekiti State, Nigeria. The sample for the study was 500 secondary school teachers and 50 school registrars who were selected using simple random sampling technique. An instrument tagged 'Questionnaire on Secondary School Teachers' Time Management in Ekiti State, Nigeria' (QSSTTM) was used to interview the teachers and the second instrument is an Inventory on Senior Secondary School Certificate Examination results obtained from the registrars. Face and content validity were used to ascertain the validity of the instruments. The Split half method was used to ascertain the reliability of the instrument and found to be 0.82 for QSSTTM. The data collected were analyzed using percentage, mean, standard deviation and Pearson's Product Correlation Analysis. All the hypotheses were tested at 0.05 level of significance. The findings revealed that there was a significant relationship between teachers' time management and students' academic performance. The level of teachers' time management and academic performance was moderate. Guzman and Guy (2018) the study found that engaged time is a very significant predictor of the students' academic achievement. The study also found that ability of teachers to effectively direct and control students' learning activities is a result of effective time management. Oluwolu and Ahaiwe (2017) findings reveals that the amount of time available for instruction is related to students' achievement. The study also found that time management skill is important to both teachers and students because it leads to effectiveness and efficiency. Emmanuel, (2015) findings revealed that there was a significant relationship between male and female teachers' in management of time toward pupil's academic performance.

Olusegun (2019) the study found that there is a significant relationship between time management and academic performance of students. Adu-Opong, Agyin-Birikorang, Darko and Aikins (2018) found that effective time management is a remedy for administrative effectiveness and that effective time management improves staff productivity by helping to educational administrators to prioritize and accomplish important tasks on schedule. It is against this background that this study seeks to find out the impact of time management skills on teachers' classroom managerial effectiveness in public secondary schools of Abuja. Specifically, the following research questions and hypotheses were raised:

RQ1: What is the impact of time management skills on male and female teachers in North Central State of Nigeria

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RQ2: What is the impact of time management skills on teachers' classroom managerial effectiveness in North Central State of Nigeria?

Ho1: There is no significant impact of time management skills on male and female teachers' ability to deliver instruction in North Central State of Nigeria

Ho2: There is no significant impact of time management skills on teachers' classroom managerial effectiveness in North Central State of Nigeria.

MATERIAL AND METHODS

Research Design

This study employed descriptive survey design. The purpose of using descriptive surveys is because it describes in a systematic way, the characteristics and features of facts about a given population. Descriptive survey identifies the characteristics of an observed phenomenon or explores possible correlation among two or more phenomena; it does not involve changing or modifying the situation under investigation (Attah, 2021). It is considered here that the design was the most fitting in carrying out this research, because it facilitated the collection of data systematically from the population; since the aim was to investigate the impact of time management skills on teachers' classroom managerial effectiveness in public secondary schools of Abuja Nigeria.

Population and Sample

The population of the study consist all 14, 111 teachers from public senior secondary schools in the North Central State in Nigeria includes: Federal Capital Territory (Abuja), Kwara, Benue, Kogi, Nasarawa, Niger and plateau), and 550 teachers were used as a sample of the study selected from public senior secondary schools in the seven North Central State, Nigeria. Before obtaining the sample size, the lottery method of simple

random sampling was employed to obtain a sample size of 550. Serial numbers of the elements in the sampling frame were recorded on pieces of papers folded and mixed thoroughly before respondents were asked to pick at once without replacement. This technique gave the respondents equal opportunity of being selected thereby, reducing the bias effect that may interfere with the validity and reliability of the study.

Instrument for Data Collection

The instrument for data collection entitled “Teachers Time Management Inventory Skills (TTMIS)” consists 20 items measured on modified four-point Likert scale rating of Every Time (ET), Often (O), Rarely (R), Never (N) and Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) respectively were adopted for the rating of each item.

Validity of the Instrument

To ensure the face and content validity of the instrument (TTMIS), the instrument was validated by expert in Educational Management and Measurement and Evaluation unit in the Department of Educational Foundations, Nasarawa State University by checking for the appropriateness, and relevance of the items, clarity of expression and size of print. The consensus rating of the experts gave 0.82 validity index.

Reliability of Instrument

The instrument “TTMIS” was pilot tested on a small portion of the population who are not part of the sample respondents. The instrument was pilot tested on 40 teachers. The data collected from the pilot study were analysed using Cronbach Alpha method was employed to compute the coefficient of internal consistency of the instrument which yielded 0.79 reliability index.

Method of Data Collection

The instrument “TTMIS” was administered by the researchers, with prior arrangement with school concerned and consent of the respondents, the instrument was administered to the required number of teachers. The researcher employed seven (7) research assistants to help in administering the “TTMIS”.

Method of Data Analysis

The data collected was analyzed using mean and standard deviation for the research questions, while pear test was used to test the hypotheses at the 0.05 level of significance and the results are presented in the Tables below.

RESULTS

Research Question 1: What is the impact of time management skills on male and female teachers in North Central State of Nigeria?

Table 1: Mean and Standard Deviation on Time Management Skill on Male and Female Teachers

SN	Description of Statements	Mean	Std Dev
1	do you set goals to be achieved each day in school	2.82	0.77
2	do you allocate time for each activity in school and follow such schedule	2.72	0.72
3	do you prioritize your daily task in school along with time	3.03	0.78
4	do you use time avoid or remove non-essential tasks from your daily activities in school	2.83	0.98
5	do you plan for the use of time in school a week ahead	2.62	0.78
6	How often do you use time to prepare daily or weekly 'to do list	2.63	0.88
7	How often do you prioritize your list in order of importance not urgency	2.72	0.79
8	what extent are you able to meet deadlines without rushing at the last minute	2.82	0.77
9	what extent do you keep up to date on reading and assignments	2.72	0.72
10	what extent do you prevent interruptions from distracting you during high priority tasks	3.03	0.78
11	To what extent do you avoid spending too much time on trivial matters	2.83	0.98
12	I spend adequate time allocated to teach in classroom	2.62	0.78
13	I do the mostly important tasks during your most energetic periods of the day	2.63	0.88
14	I do periodically re-assess your activities in relation to classroom activities in time	2.72	0.79
	Cluster Mean	2.78	0.91
	Scale Mean	2.50	

Source: Field Work, (2022)

Table 1 shows mean and standard deviation on teachers possesses time management skills. The opinion of 550 respondents weighted on four points scale with 2.50 mean scales (SM). Items ranging from 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, and 14 yielded 2.78

clustered mean (CM). It is clearly shown that cluster mean greater is than scale mean (CM > SM). This implies that majority of teachers possesses time management skills. Drawing inferences, Ho1 was tested at 0.05 level of significant and the result is shown in Table 2. **Ho1:** There is no significant impact of time management skills on male and female teachers' ability to deliver instruction in North Central State of Nigeria

Table 2: Paired Samples t-test for Male and Female Teachers' Possession Time Management Skills

Pair	Male - Female	Paired Differences			95% Confidence Interval of the Difference		t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
1		-18.06452	5.96621	1.07156	-20.25294	-15.87609	-16.858	549	.060

Table 2 shows paired sample t-test result for the male and female teachers' possession of time management skills, among secondary school in Abuja, t- value obtained at 2-tailed was -16.858, P- value =.060 is greater than 0.05, that is, $P=0.060 > 0.05$ and 549 degree of freedom (df). The Ho1 was retained hence; there is no significant impact of time management skills on male and female teachers' ability to deliver instruction in North Central State of Nigeria

RQ2: What is the impact of time management skills on teachers' classroom managerial effectiveness in North Central State of Nigeria?

Table 3: Mean and Standard Deviation on Teachers Ability to Deliver Instruction

S/N	Description of Statements	Mean	Std Dev
15	Improper time management reduces students level of interest in the classroom		
16	Struggling to meet up with time can make a teacher overlook behavioural issues that erupt	2.82	0.77
17	Insufficient time for instruction affords little time for dealing with behavioural issues	2.72	0.72
18	Inability to check compliance to set behavioural rule could be blamed on time	3.03	0.78
19	Inability of the teacher to show up early for instructions arising from other administrative engagement of the teacher is often responsible for poor attendance to behavioural issues in the classroom	2.83	0.98
20	It is essential to accommodate the time for dealing with behavioural issues while planning for the use of time	2.62	0.78

	Cluster Mean	2.80	
	Scale Mean	2.50	

Source: Field Work, (2022)

Table 3 shows mean and standard deviation on time management skills impact on teachers' management of students' classroom behaviour. The opinion of 550 respondents weighted on four points scale with 2.50 mean scales (SM). Items ranging from 15, 16, 17, 18, 19 and 20 yielded 2.80 clustered mean (CM). It is clearly shown that the clustered mean is greater than scale mean (CM > SM). This implies that time management skills affect teachers' ability to deliver instruction.

Ho2: There is no significant impact of time management skills on teachers' classroom managerial effectiveness in North Central State of Nigeria

Table 4: Significant of Time Management Skills on Teachers' Classroom Managerial Effectiveness

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	181.341	10.764		16.847	.000
	Teachers' Time Management Skills	-.119	.021	-.211	-5.775	.000

a. Dependent Variable: Classroom Managerial Effectiveness

Table 4 shows result for significant impact between teachers' time management skills and classroom managerial effectiveness. At the degree of freedom (df = 1, 549, f-value =33.346, Sig-value=.000. The results indicated statistical significant difference, hence, there is a significant impact between teachers' time management skills and classroom managerial effectiveness.

Discussion of Findings

Table 1 shows mean and standard deviation on teachers possesses time management skills. The opinion of 550 respondents weighted on four points scale with 2.50 mean scales (SM). Items ranging from 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, and 14 yielded 2.78 clustered mean (CM). It is clearly shown that cluster mean greater is than scale mean (CM > SM). This implies that majority of teachers possesses time management skills. Drawing inferences, Ho1 was tested at 0.05 level of significant and the result is shown in Table 2. **Ho1:** There is no significant impact of time management skills on male and female teachers' ability to deliver instruction in North Central State of Nigeria. Drawing inference from hypothesis one in Table 2 shows paired sample t-test result for the male and female teachers' possession of time management skills, among secondary school in Abuja, t- value obtained at 2-tailed was -16.858, P- value =.060 is greater than 0.05, that is, P=0.060>0.05 and 549 degree of freedom (df). The revealed there is no significant

impact of time management skills on male and female teachers' ability to deliver instruction in North Central State of Nigeria. This finding is in agreement with that Emmanuel, (2015) findings revealed that there was a significant relationship between male and female teachers' in management of time toward pupil's academic performance. Olusegun (2019) the study found that there is a significant relationship between time management and academic performance of students. Adu-Opong, Agyin-Birikorang, Darko and Aikins (2018) found that effective time management is a remedy for administrative effectiveness and that effective time management improves staff productivity by helping to educational administrators to prioritize and accomplish important tasks on schedule. Kayode and Ayodele (2015) findings revealed that there was a significant relationship between teachers' time management and students' academic performance. The level of teachers' time management and academic performance was moderate.

Consequently, Table 3 shows mean and standard deviation on time management skills impact on teachers' management of students' classroom behaviour. The opinion of 550 respondents weighted on four points scale with 2.50 mean scales (SM). Items ranging from 15, 16, 17, 18, 19 and 20 yielded 2.80 clustered mean (CM). It is clearly shown that the clustered mean is greater than scale mean (CM > SM). This implies that time management skills affect teachers' ability to deliver instruction. Drawing inference from hypothesis two in Table 4 shows result for significant impact between teachers' time management skills and classroom managerial effectiveness. At the degree of freedom (df = 1, 549, f-value =33.346, Sig-value=.000. The results indicated statistical significant difference, hence, there is a significant impact between teachers' time management skills and classroom managerial effectiveness. This finding is in agreement with that of Guzman and Guy (2018) the study found that engaged time is a very significant predictor of the students' academic achievement. The study also found that ability of teachers to effectively direct and control students' learning activities is a result of effective time management. Oluwolu and Ahaiwe (2017) findings reveals that the amount of time available for instruction is related to students' achievement. The study also found that time management skill is important to both teachers and students because it leads to effectiveness and efficiency

Conclusion

Given the findings of this study revealed that: majority of teachers possesses time management skills. there is no significant impact of time management skills on male and female teachers' ability to deliver instruction and there is a significant impact between teachers' time management skills and classroom managerial effectiveness. It is thus concluded that adequate possession and application of time management skills enhances teachers' classroom managerial effectiveness, thereby facilitating improvement in the performance of students in North central state of Nigeria.

Recommendations

Based on the findings of this study, the following are recommended:

1. To ensure that teachers apply time management skills in their daily routine, school management should design and apply some instrument for periodical appraisal of teachers' time management skills based on achievement.

2. Teachers' are encouraged to adopt the time management skill of setting time limit for each activity in the management of students' classroom behavior; so as to increase their classroom managerial effectiveness.
3. During instructional delivery, teachers are encouraged to always adopt the time management skill of removing non essential tasks, to enable them concentrate on more important tasks and become more productive.
4. Teachers are encouraged to always adopt the time management skill of setting goals in the management of students' assignment.

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