

## TIME MANAGEMENT AS CORRELATES OF TEACHERS' EFFECTIVENESS IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE, NIGERIA.

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### Abstract

*Time is a valuable resource for the realization of set goals both by individuals and organizations. This study was carried out to determine the relationship between time management and teachers' effectiveness in public secondary schools in Anambra State. The correlational survey research design was used for this study. The population of this study comprised 766 public secondary school teachers in the four local government areas that made up Nnewi Education Zone. All the 674 female teachers and 92 male teachers totalling 766 were sampled for the study. The study was guided by two research questions and two null hypotheses. The instruments for data collection were structured questionnaires developed by the researchers tagged; "Time Management Questionnaire (TMQ)" and "Teachers' Job Effectiveness Questionnaires (TJEQ)." Each questionnaire was divided into two parts, part I and II. Part I contained the personal data of the respondents. Part II has two clusters A-B and a 4-point rating scale. The 4-point rating scale for the responses was employed thus; Very High Relationship (VHR) - 4points, High Relationship (HR) - 3points, Low Relationship (LR) - 2points Very Low Relationship (VLR) - 1point. The face validity of each instrument was established by three experts; two in Educational Management and one in Measurement and Evaluation. All the three experts were lecturers in the Department of Educational Foundations, Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus, Anambra State, Nigeria. Cronbach Alpha method was used to determine the reliability of the instruments. The reliability of the instruments yielded coefficient of 0.73. Pearson Product Moment Correlation Coefficient (PPMC) in Statistical Package for Social Sciences (SPSS) version 23 was used to analyse the collected data. The hypotheses were tested at .05 level of significance. Findings revealed that there is a high positive relationship between planning in advance, following planned schedule and teachers' effectiveness and they are significantly related. There was low positive relationship between evaluation of time and teachers' effectiveness but there was no significant relationship between them. It was recommended among others that teachers should adhere to planned school time table and moreso, time management skills should be included in teacher training programmes.*

**Keyword:** Time, Time Management, Teachers, Effectiveness.

## **Introduction**

Education is a very important instrument for individual and national development. It helps to bring out the innate potentials in an individual for adapting favourably and contributing meaningfully for the advancement of the society. Onyekwelu (2021) asserted that the success and progress any country depends on the quality of education it imparts on her citizens. Hence, the philosophy of Nigeria education aimed at the development of the individual into a sound and effective citizen and the provision of equal opportunities for all citizens of the nation at the basic, secondary Nigeria and tertiary levels both inside and outside the formal school system (Federal Republic of Nigeria, 2013). Secondary education is the bridge between the primary and tertiary institutions of learning. Set educational goals for every level of education could be realised to a great extent through effective teachers.

Teachers play important roles in the teaching and learning process. Ohamobi in Obikeze et al. (2019) asserted that the role teachers play includes timely planning teaching and learning activities, organising classroom and instructional delivery, directing activities in the classroom, coordinating teaching and learning activities for improve learning outcomes, recording and reporting all teaching and learning activities, sourcing and managing of class finance, controlling and evaluating students level of knowledge assimilation in a given period through administering of tests and examinations. Teacher needs to plan what to teach the students and how to apply best teaching method to achieve the learning objective in relation to the time stipulated on the school time table. Achuonye in Enyinwa and Enyinwa (2021) maintained that the responsibility of teachers includes; maintaining of orderliness in the classroom, making , instructional delivery, diagnoses of students' feeling and character, preparation of scheme of work, writing of lesson notes among others. Godwin (2016) asserted that the success or failure of any educational system depends to a large extent upon the effectiveness with which teachers perform their duties.

Teachers' effectiveness centre on good teaching ,possessing appropriate and sufficient knowledge of the subject matter ,evaluating students, ,identifying their appropriate learning needs and requirements, possessing skills regarding the usage of questions to engage and challenge the students are also an important aspect of teachers effectiveness, and consolidating understanding is considered to be the effective use of assessment for learning. Darling-Hammond and Dembo in Nnorom and Onuoha (2019) maintained that effective teachers have high teaching and learning expectations for themselves and the students, have required knowledge and experience, maximize the available time for instructional delivery through proper classroom organization and management, uses pre and post test to ascertain learning outcome and re-teach those who are lagging behind within a given time, dedicate extra time to instructional preparation and reflection and show their prowess, skills, and effectiveness by proper delivery of instruction to the students in the classroom with different intelligent quotient. Effective teacher in this study entails demonstration of commitment to the achievement of educational goals through the application of the right managerial skills in the classroom for continuous improvement in learning outcomes. It also involves the timely utilization of the available teaching and learning resources for the actualization of the school educational aim. Onyekwuru and Ibegbunam (2013) discovered that the effectiveness of

teachers in secondary schools was less than average. Adeyemi in Okechukwu and Oboshi (2021) opined that the effectiveness of teachers is a vital determinant of the continuous development of the educational system. Teachers effectiveness are hinged on a lot of factors such as pressure from work, role conflict, role ambiguity, interpersonal relationship, work overload, long working hours, work pressure due to stated deadlines or limited time (Yu & Dai in Job, 2017). Oladipo and Oladejo (2018) maintained that teachers' effectiveness is a major function of their time management skills. Teachers perform various demanding professional functions such as mentor, mediator, Morale Booster and Motivator, guidance and counselling, instructional delivery, disciplinarian among others. Eze and Okenwa (2019) opined that teachers as front-line service providers in education do more than teach the curriculum content, they serve as role models in attitudes, social relationship and they inspire, manage and disciple the students. All these activities are to be carried out using the available limited time.

Time is a period available for an event or activity and it runs in seconds, minutes, hours, days, weeks, months and years it does not wait for anyone. Time is a limited resource, very important for realization of goals, which cannot be manipulated; nobody can slow it down, speed it up nor stop it (Cyril, 2015). Consequently, any time lost cannot be recovered. Time is one of the vital resources to be considered when planning and carrying out any activity in any organization. Time can be short or long period, can be spent but cannot be saved, hence its management will go a long way in actualizing a set goal. This means that the same time is available for all, it therefore calls for proper management of time. Many teachers are of the opinion that limitation of time is one of the most serious challenges they face in trying to meet constraints in the teaching profession (Oladipo & Oladejo, 2018). This implies that effective teachers need to plan and manage the available time even before embarking on the teaching and learning process.

Management according to Stoner in Uzoechina (2017), involves the process of planning, organizing, staffing, influencing and controlling the efforts of other members of the organization and utilization of other resources for the achievement of the pre-determined objectives of the organization. But in this study management is seen as transforming the available resources in an organization which may be human, material, time, technology into desired output and interest of the organization and stakeholders through the role of planning, organizing, staffing, coordinating and controlling. For teaching and learning to be effective, time need to be managed.

Time management is the ability to schedule time in order to complete a task within a given time frame. Teachers have task that needs to be accomplished within a limited time. Agogbua and Agu (2021) perceived time management as activities used in managing available time in organization to avoid time wastage. Achunine in Ezewuzie et al. (2020) opined that time management is the effective and efficient utilization of managers or administrators corporate time to achieve organisational and personal goals. she further holds that it involves identifying tasks to be performed, planning and scheduling of organisational activities, prioritizing such activities ,allocating time to the tasks according to their degree of

importance in enhancing productivity. It also involves minimizing interruption, frivolities and dealing with routine tasks in such a way that the truly important tasks could receive due attention. Time Management in the context of this study involves the efficient allocation of time according to priority and judicious utilization of time in order to achieve organizational goals and objectives. Since time cannot be manipulated or substituted with other resources, there is every need for teachers not to waste the available time but manage their activities within the time frame in order to demonstrate effectiveness.

Students and teachers alike cannot achieve much without proper time management since time cannot be manipulated by anybody. It implies that the importance of time management in the school by teachers for effectiveness cannot be over-emphasized. This is in line with Hornig and Master in Marika et al. (2021) who maintained that time management is a crucial determinant of teachers' effectiveness and academic output. If time management techniques are applied, a lot of time will be saved when carrying out various school activities by teachers in public secondary schools in Anambra State. Effective teachers possess outstanding qualities. Teachers' effectiveness requires proper time management which entails the application of good time management strategies and techniques. Time management techniques involve mapping out and following set rules and principles in order to ensure the best use of available time thereby achieving more with less effort and time. Khan, et al. (2016) opined that class performance is positively related to time management techniques. There are a lot of time management techniques. Sean (2021) outlined time management techniques or strategies that teachers can be used to. They include:

1. Start your day with a plan
2. Prioritize the most important tasks
3. Divide larger projects into smaller tasks.
4. Limit distractions
5. Leave the emails for later
6. Batch your time
7. Reduce multitasking tasks
8. Block time off on your calendar
9. Know when to say NO to meetings
10. Summarize and review your day
11. Look ahead-weeks and months
12. Take time to recharge

Borucka (2021) opined that time management strategies include; planning in advance, setting goals, avoiding multitasking, allocation of time, communication, observing breaks, discovering one's limit. But in the context of this study, time management was delimited to planning in advance, following planned schedules and evaluation.

Planning involves organizing one's activities and daily schedules in relation to time prior to starting the activity. It provides the detail of an individual's task roles. Proper planning can be achieved by teachers as well as other individuals through providing and maintaining a to-do-lists, post-it-notes, personal organizers and calendars among other. Plan to carry out

important and demanding tasks first before the less important ones. Planning also involves setting goals. Balduf in Etor and Anam (2019) maintained that teachers need to set goals realistic and achievable goals. Set goals provide direction and guide. The teacher's goal should be in line with the school goal and the set educational goal. Goals are part of the organizational processes and they are extremely important in time management. They act as ladder through which an individual or organization climbs to the ladder of success without much stress and in less time. Nwankwo in Nzekwe and Umezuike (2018) stressed that effective plans should be precise, feasible, flexible, goal oriented and time bound. Planning and organizing of the curriculum content, instructional delivery, extracurricular activities helps teachers to effectively enhance the teaching and learning process (Rathi, 2022).

Planning in advance helps to avoid multitasking because it involves arranging the tasks in their order of importance and assigning appropriate time to each activity. Balduf in Etor and Anam (2019) opined that teachers need to arrange the activities they should carry out in their order of priority, organize their time and utilize time log to avoid pressure and stress. Engaging in many tasks at a time causes distraction, mistake and it could lead to stress. If a teacher does not concentrate in imparting knowledge to the students in the classroom, the learning outcome will be poor. The teacher should work in line with the school timetable. Allocation of time to daily tasks helps an individual or organization to have a better workflow with less stress, conflict and optimal goal realization. Boyitie (2021) discovered through a study that effective planning by teachers enhances, fosters, smoothens, and has a positive relationship with effective teaching and learning among secondary school students.

Handling tasks according to plan helps one to remain focused to the set goals. It is wise to say "no" to assignments outside ones schedules and possibly suggest that the task should be delegated or assigned to another person to avoid anxiety, mistake, stress and low output. Etor and Anam (2019) asserted that effective time management through adherence to laid down schedule in a school system may lead to remarkable positive outcome in that school. Since a teacher relates with other individuals in the school in the course of discharging her functions, it is necessary to have a good communication network. This is to enable others to understand the planned schedules to avoid wasting time and lowering output. Akinfolarin (2017) maintained that timely and cordial communication of instruction between teachers and students and in the entire school will aid timely accomplishment of tasks. Working according to set objectives in the school helps in the timely achievement of educational goals. Nzekwe and Umezuike (2018) opined that trying new ideas should be done not very often and with the least amount of time and other material and human resources.

Evaluation involves assessment of how an activity is carried out using the available resources. Fox and Dwyer in Adebayo and Adewale (2018) opined that evaluation of time entails monitoring the use of time when carrying out tasks and creating feedback channels to checkmate the influence of distracters. Ngerem et al. (2019) stressed the need for teachers to give students home work and periodically administer tests and examination and make corrections. In line with this, Onyekazi et al. (2022) asserted that periodic assessments given by the teacher to the students helps to ascertain their level of knowledge assimilation over a

period of the available time. This means that teachers need to evaluate their time allocation, usage and then make adjustment based on feedback for enhanced educational output. Generating a limit for interruptions is necessary for effectiveness in the teaching and learning process since time is a limited resource. Inability of time monitoring and management and evaluation can result in missed deadlines and appointments, procrastination and lack of focus, lack of professionalism, inefficient workflow and low work quality, unwanted stress, poor professional reputation, strained workplace relationships and work and life imbalance (Marika et al., 2021). This implies that effective teaching and learning involves close observation or proper time evaluation by the teacher during and after teaching and learning activities.

### **Statement of the Problem**

Time is a very valuable resource in any organization and for every individual. Virtually all life activities are anchored on time. Daily school activities such as morning assembly, lesson periods, break periods, extra-curricular activities, assignments, dismissal among others are all schedule with time. The same time is available to all even outside the school system. Teachers need to deliver instructions to the students with the best method for proper understanding and on time. Observation showed that a lot of curriculum content were not delivered in the right manner and at the stipulated time leading to decline in the academic output. Some teachers do not plan their lessons before delivery evidenced through unavailability of lesson notes, some teach without using instructional materials while some others skip classes or come late and teach in a hurry. Teachers' effectiveness seem to be below expectation. Teachers' effectiveness is a measure of the performance of the students. A lot of teachers come to school and leave at their own time. The cause could be due to students' nonchalant attitude to learning, lack of adequate learning facilities, improper management of time, lack of motivation among others hence the need to ascertain the relationship between time management and teachers effectiveness in public secondary schools in Anambra State.

### **Purpose of the Study**

The purpose of this study was to examine the relationship between time management and teachers' effectiveness in public secondary schools in Anambra State.

Specifically, the study sought to:

1. Ascertain the relationship between planning in advance and teachers' effectiveness in public secondary schools in Anambra State.
2. Find out the relationship between following planned schedule and teachers' effectiveness in public secondary schools in Anambra State.
3. Examine the relationship between monitoring and teachers' effectiveness in public secondary schools in Anambra State.

### **Research Questions**

The following research questions guided the study:

1. What is the relationship between planning in advance and teachers' effectiveness in public secondary schools in Anambra State?

2. What is the relationship between following planned schedule and teachers' effectiveness in public secondary schools in Anambra State?
3. What is the relationship between evaluation and teachers' effectiveness in public secondary schools in Anambra State?

### **Hypotheses**

The following null hypotheses guided the study and were tested at 0.05 level of significance:

1. There is no significant relationship between planning in advance and teachers' effectiveness in public secondary schools in Anambra State.
2. There is no significant relationship between following planned schedule and teachers' effectiveness in public secondary schools in Anambra State.
3. There is no significant relationship between evaluation and teachers' effectiveness in public secondary schools in Anambra State.

### **Method**

Correlational survey research design was used for the study. The population of the study comprised 766 (male = 92 & female = 674) secondary school teachers in the four local government areas that made up Nnewi Education Zone. All the 674 female teachers and 92 male teachers totalling 766 were sampled for the study as provided by the Post Primary Schools Service Commission (PPSSC), Awka (September, 2022). The study was guided by three research questions and three null hypotheses tested at 0.05 level of significant. The instruments for data collection were structured questionnaire developed by the researcher titled; "Time Management Questionnaire (TMQ)" and "Teachers' Effectiveness Questionnaire (TJPO)." Each questionnaire was divided into two parts, part I and II. Part I contained the personal data of the respondents. Part II has two clusters A-B and a 4-point rating scale. The 4-point rating scale for the responses was employed thus; Very High Relationship (VHR) - 4points, High Relationship (HR) - 3points, Low Relationship (LR) - 2points Very Low Relationship (VLR) - 1point. The face validity of each instruments were established by three experts; two in Educational Management and one in Measurement and Evaluation. All the three experts are lecturers in the Department of Educational Foundations, Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus, Anambra State, Nigeria. Cronbach Alpha procedure was used to determine the reliability of the instrument. The overall reliability of the instrument yielded coefficient of 0.73. The researcher administered the instruments with the help of three research assistants. The research assistants were able to retrieve 752 copies of the instruments out of 766. The items in the clusters were used to answer the research questions. Pearson Product Moment Correlation Coefficient (PPMC) in Statistical Package for Social Sciences (SPSS) version 23 was used to analyse the collected data. The hypotheses were tested at 0.05 level of significance.

**Results**

The results of this study were presented in tables according to the research questions and hypotheses that guided the study.

**Research Questions 1**

What is the relationship between planning in advance and teachers’ effectiveness in public secondary schools in Anambra State?

**Table 1:** Pearson ( r ) on the relationship between planning in advance and teachers’ effectiveness in public secondary schools in Anambra State.

Source of variation	N	Planning in advance	Teachers’ effectiveness	Remark
Planning in advance	752	1.000	0.631	high positive relationship
Teachers’ effectiveness	752	0.631	1.000	

Correlation is significant at the .05 level (2-tailed)

The analysis in Table 1 showed that there is high positive relationship of 0.631 between planning in advance and teachers’ effectiveness.

**Research Questions 2**

What is the relationship between following planned schedule and teachers’ effectiveness in public secondary schools in Anambra State?

**Table 2:** Pearson ( r ) on the relationship between following planned schedule and teachers’ effectiveness in public secondary schools in Anambra State.

Source of variation	N	Following planned schedule	Teachers’ effectiveness	Remark
Following planned schedule	752	1.000	0.603	high positive relationship
Teachers’ effectiveness	752	0.603	1.000	

Correlation is significant at the 0.05 level (2-tailed)

The analysis in Table 1 showed that there is low positive relationship of 0.345 of following planned schedule and teachers’ effectiveness in public secondary schools in Anambra State.



### **Research Questions 3**

What is the relationship between evaluation and teachers' effectiveness in public secondary schools in Anambra State?

**Table 3:** Pearson (r) on the relationship between evaluation and teachers' effectiveness in public secondary schools in Anambra State.

Source of variation	N	Evaluation	Teachers' effectiveness	Remark
Evaluation	752	1.000	0.345	low positive relationship
Teachers' effectiveness	752	0.345	1.000	

Table 3 revealed that there is a high positive relationship between evaluation and teachers' effectiveness in public secondary schools in Anambra State.

### **Hypothesis 1**

There is no significant relationship between planning in advance and teachers' effectiveness in public secondary schools in Anambra State.

**Table 4: Test of significance of Pearson's correlation between planning in advance and teachers' effectiveness.**

Source of variation	N	Planning in advance	Teachers' effectiveness	p-value	Remark
Planning in advance	752	1.000	0.631	0.021	Significant
Teachers' effectiveness	752	0.631	1.000		

Result from Table 4 showed that p-value of 0.021 is less than the level of significance of 0.05, this implies that the null hypothesis of no significant relationship between planning in advance and teachers' effectiveness in public secondary schools in Anambra State was rejected ( $r, 752 = 0.021$ ). Hence, there is a significant relationship between planning in advance and teachers' effectiveness in public secondary schools in Anambra State.

### **Hypothesis2**

There is no significant relationship between following planned schedule and teachers' effectiveness in public secondary schools in Anambra State.

**Table 5: Test of significance between following planned schedule and teachers' effectiveness in public secondary schools in Anambra State.**

Source of variation	N	following planned schedule	Teachers' effectiveness	p-value	Remark
following planned schedule	752	1.000	0.652	0.032	Significant
Teachers' effectiveness	752	0.652	1.000		

Result from Table 5 showed that p-value of .032 is less than the level of significance of 0.05, this means that the null hypothesis of no significant relationship between following planned schedule and teachers' effectiveness in public secondary schools in Anambra State was rejected ( $r, 752$ ) = 0.032. Thus, there is a significant relationship between following planned schedule and teachers' effectiveness in public secondary schools in Anambra State.

### Hypothesis 3

There is no significant relationship between evaluation and teachers' effectiveness in public secondary schools in Anambra State.

**Table 6: Test of significance between evaluation and teachers' effectiveness in public secondary schools in Anambra State.**

Source of variation	N	Evaluation	Teachers' Effectiveness	p-value	Remark
Evaluation	752	1.000	0.831	0.764	Not Significant
Teachers' effectiveness	752	0.831	1.000		

As shown in Table 4, the p-value of .764 is greater than the level of significance of 0.05, this means that the null hypothesis of no significant relationship between evaluation and teachers' effectiveness in public secondary schools in Anambra State was not rejected ( $r, 752$ ) = 0.764. Thus, there is no significant relationship between evaluation and teachers' effectiveness in public secondary schools in Anambra State.

### Discussion of the Findings

The findings of this work were discussed in line with the research questions and hypotheses under the following headings:

### **Relationship between Planning in Advance and Teachers' Effectiveness in Public Secondary Schools in Anambra State**

The results of the study showed that there is a high positive relationship between planning in advance and teachers' effectiveness in public secondary schools in Anambra State. This means that planning in advance is vital for teachers to be effective in the teaching and learning process. The test of hypothesis 1 showed that there is a significant relationship between planning in advance and teachers' effectiveness in public secondary schools' in Anambra State. Therefore, the null hypothesis which stated that there is no significant relationship between planning in advance and teachers' effectiveness was rejected. The implication is that that planning in advance is very important in determining the effectiveness of teachers in the teaching and learning process. It is therefore vital that teachers should plan their activity by preparing lesson plan from the scheme of work, writing down what to do in a diary, writing a time table and making notes for students among others beforehand. This finding is in line with Boyitie (2021) who found out that a significant relationship exists between planning in advance and teachers' effectiveness.

### **Relationship between following planned schedule and teachers' effectiveness in public secondary schools in Anambra State**

It was also revealed from the results of the study that there is a high positive relationship between following planned schedule and teachers' effectiveness in public secondary schools in Anambra State. The test of hypothesis 2 also revealed that there is a significant relationship between following planned schedule and teachers' effectiveness in public secondary schools' in Anambra State. Thus, the null hypothesis which stated that there is no significant relationship between following planned schedule and teachers' effectiveness was rejected. This means that teachers need to adhere to planned schedule of activities making sure that each activity in the teaching and learning process is carried out according to the time allotted to it. The study showed that following planned schedule is a one of the major determinants of teachers' effectiveness.

### **Relationship between evaluation and teachers' effectiveness in public secondary schools in Anambra State**

The results of the study also revealed that there is a low positive relationship between evaluation and teachers' effectiveness in public secondary schools in Anambra State. The test of hypothesis 3 showed that there is no significant relationship between evaluation of time and teachers' effectiveness in public secondary schools' in Anambra State. Therefore, the null hypothesis which stated that there is no significant relationship between planning in advance and teachers' effectiveness was not rejected. This means that evaluation of how time was used by teachers is not a major determinant of teachers' effectiveness in public secondary schools in Anambra State. Even though evaluation is good, as long as the activities were carried out according to the planned schedule and the time assigned to each of them, evaluation of the time used for the planned activities by the teacher might not be too necessary because time for other activities may be encroached.

### **Conclusion**

Time is an important resource that cannot be manipulated hence, proper time management lead to the successful achievement of set goals. Planning in advance helps to ensure teachers' effectiveness. However, if teachers fail to follow planned schedule their effectiveness will be jeopardized. It is therefore important for teachers to plan in advance and judiciously follow the planned activities to ensure the achievement of predetermined educational goal and a balance between work and family or social life.

### **Recommendations**

Based on the findings and conclusion of this study, the following recommendations are made;

1. Teachers should be advised to adopt the techniques of time management so as to perform their job creditably by avoiding time wastage.
2. The school authorities should make sure that the school time table is followed strictly by all teachers.
3. The school principal should supervise or delegate their vice and heads of departments to supervise teachers from time to time, and to advise them on how to manage their time for effective job performance.
4. Time management skills may be included in teacher training programmes to improve teachers' managerial activities.

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