

Impact of Time Management on Productivity of Private Secondary Schools in Education District V, Lagos State

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Abstract

The study investigated the Impact of Time Management on Productivity of Private Secondary Schools in Education District V Lagos State. This research work is purposely to assist private secondary schools in planning and executing their jobs on time as this will enhance productivity. The descriptive research design was adopted for the study. The population was made up of all registered private secondary schools in District V. The sample consists one third of the entire population which is 64 private secondary school, randomly selected from the four zones in District V. The sample selected as participants were 448 teaching staff. The reliability test of the instrument using the Cronbach's Alpha test re-test in SPSS was at 0.874, indicating high reliability. The data was collected through the use of questionnaires made up of the bio data and 15 items. This was later analyzed through the use of simple percentages and the SPSS. The Pearson's Product-Moment Correlation Coefficient was used to analyze the postulated null hypotheses. The result of the study showed that performance is a function of time set and effective time management. As such, it was noted that time management as a tool makes for timely completion of jobs and promotes excellence which enhances employees' performance and productivity in private secondary schools. This has enabled most private secondary schools in the district to affect the students' academic performance positively. Based on the result of the findings, the study recommended, among other things, that schools should engage in continuous in-training programmes to ensure continuous improvement in teachers' competence so as to enable them increase their productivity.

Keywords: Time Management; Productivity; Private Secondary Schools

Introduction

Time Management is a subset of project management. It is commonly used as project planning or project scheduling. Time management relates to time that human resource allocates to conduct some activities within an organization. Managing work and home responsibilities under the same roof takes a special type of time management (Rukwaru, 2006). Time management is the art of arranging, organizing, scheduling, and budgeting one's time for the purpose of generating more effective work and productivity. This is best achieved in planning ahead and prioritizing activities on a

scale of one to three – one being the most important and three being the least.

Time management means those behaviors "that aim at achieving an effective use of time while performing certain goal-directed activities" (Claessens et al., 2007). Good time management involves keeping a schedule of the tasks and activities that have been deemed important. Keeping a calendar or daily planner is helpful to stay on task, but self-discipline is also required.

In his definition of education, Ugwuanyi (2003) states that education is the process by which society establishes to assist the young to learn and understand the heritage of the past, participate productively in the society and contribute meaningfully for the development of the society. Kneller (2003) sees education as a process by which any society through schools; colleges, universities and other institutions deliberately transmit knowledge, values and skills from one person to another. However, secondary education refers to a school for young people, usually between the ages of eleven and eighteen. As for the National policy on education (FGN, 2013) it is the form of education children receive after primary education and before the tertiary stage.

Education as field of study deals mainly with methods of teaching and learning in schools. It enables individuals to acquire knowledge, skills, attitude, abilities, values, culture and norms through the assistance of other person, group of persons or an organization. Education can be formal, non-formal or informal. Formal education is such that takes place in a formal setting such as in school. Many of such schools in the society today are being owned and run by private individuals. As privately owned businesses, they aim not only at making profit but also maximizing profit. Hence, any business organization aiming at profit maximization should at the same time be customer-oriented, that is, making effort to satisfy the customers' needs using available resources at their disposal, especially maximizing the time available through planning and organizing of its activities.

Teaching takes time. Like any executive responsible for the efforts of others, the teacher will find that managing time (that of the teacher and the students) is one of the biggest challenges faced in school system. Time management for teachers is far more complicated than for office workers or in other industries. Francis (2008) identified the unique challenges faced by teachers:

- Much of the day is already scheduled. There is very limited leeway in altering a class schedule, so

teachers must work very efficiently with the very limited time that is flexible.

- An important component of a teacher's role is to be available for students and parents beyond the actual classroom teaching time.
- There are many other competing demands on teacher's time including demands from administrators, requests from the wider community, contributing to the school's on-going development and the need to continually professionally develop and update.
- Good teaching requires students to be engaged and suitably challenged. This requires high levels of both energy and skill.

Hence, time management is the thread running through almost all aspects of teaching — organizing the day, organizing the classroom, deciding how long and how often to teach various subjects, recording student progress, or keeping time-consuming behavior problems to a minimum. Therefore, effective use of school time begins with efficient classroom organization and management — and vice versa. According to Sedita (2007),

“Much of the essentials of classroom life involve time management in some way: paring down paperwork; planning; establishing routines that eliminate wasted time and confusion; using learning centers, independent assignments, and seatwork to give you time to work with small groups; and creating classroom environments that allow students and activities to move smoothly from one activity to the next”. (p.6)

Therefore, working as a teacher requires excellent time management skills. Teachers need to balance the long-term goals of the classroom, the immediate educational needs of the students and the large volume of paperwork that comes with every assignment.

The view of the researcher is that personal time management will lead to corporate or organizational efficiency. Hence, it is important to identify the key issues that are contributing to inefficiency.

Statement of Problem

Teachers in private secondary schools find it difficult to fit every activity such as writing lesson plans, grading examinations and actually teaching, into the allotted time frame. Private secondary school teachers find it difficult to organise the classroom, decide how long and how often to teach their subjects, recording student progress, or keeping time-consuming behaviour problems to a minimum. Again, secondary school teachers find it difficult to control the available time required to complete task and duties assigned to them. They also find it almost impossible to identify the time leaks and then find a way to plug them.

Purpose of Study

This study shall focus on the impact of time management on the productivity of private schools in Education District V, Lagos state.

Research Questions

- i. What determines the impact of time management on productivity in private school organizations?
- ii. How can the operational efficiency on productivity as a result of time management in private schools be ascertained?
- iii. How can teachers effectively prioritize workloads to yield better results?
- iv. How can the attitude of staff to time management private schools be assessed?

Research Hypotheses For the purpose of this study, the following hypotheses were postulated:

Ho1: Time Management is not an effective tool for productivity in private secondary schools in Lagos State Education District V.

Ho2: Negative attitude of teachers in time management reduces productivity in private secondary schools in Lagos State Education District V.

Ho3: Time management does not ensure timely completion of assignments in private secondary schools in Lagos State Education District V.

Ho4: Time management does not promote excellence in private secondary schools in Lagos State Education District V.

Research Methodology

A descriptive survey design was adopted. The sample consists of randomly selected participants from selected schools within Education District V, Lagos state. A sample of 64 private secondary schools teaching staff selected from sixteen (16) schools in each zone and a total number of seven (7) teachers in each sample school. This brings the total number of participants to four hundred and forty-eight (448) that is $64 \times 7 = 448$.

Method

Time Management and Productivity (TMP): TMP is a self-structured items drawn from various literature (e.g Allen, 2013; Claessens, Eerde, Rutte, & Roe, 2007; Dodd, & Sundheim, 2005; Francis, 2008). TMP is consists of two parts - sections A and B. Section A consist of bio-data of respondents while section B consists of fifteen (15) relevant research statements based on Rensis Likert's 4 points scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The scale is scored as follows: SA (4), A (3), D (2) and SD (1). Face validity as well as content validity of the instrument were ensured in the study. A valid questionnaire must be able to measure what it claims to measure. Therefore, in order to ensure that questions set on the questionnaire are not ambiguous, it was presented to the supervisor. The observation and comments were later regularized in the final form of the questionnaire as instruments of the study. This was to measure the validity of the instrument of which the instrument proved to be so. To ensure that the research instrument is reliable, the draft questionnaire was administered to five (5) postgraduate students of Lagos State University, Ojo who are teachers in

private secondary school within the district. After one week, the same questionnaire was re-administered to the same students and the result of the test and re-test were similar. The data was collected immediately after responding to them and analysed using the Cronbach Alpha test re-test in SPSS. The result of the analysis was 0.874 which indicates a high reliability. This shows that inadequate planning of lessons leads to poor time management and this affects productivity.

Data Collection and Analysis

The researchers distributed the questionnaire and the participants were encouraged to give genuine and reliable responses stressing that they should be free in answering the questions since the responses will be treated as confidential and used basically for academic purposes. In each of the selected schools, seven (7) questionnaires were distributed. They were carefully completed and returned immediately. Two methods were selected for data collection for the purpose of this study. These include the primary data collection method which is through the questionnaire, and then the secondary data collection method which were sourced from published and unpublished works relating to the topic as well as from the internet.

The data collected were analyzed using simple percentages. The Pearson's correlation was also used in testing the null hypotheses formulated at 0.05 level of significant. The Pearson Product-Moment Correlation Coefficient is given by the formula:

$$r = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N(\sum X^2) - (\sum X)^2] [N(\sum Y^2) - (\sum Y)^2]}}$$

- Where: r= correlation co-efficient
- ∑ = summation sign
- Y = independent variable
- X = dependent variables
- ∑XY = Summation of product x and y scores
- N = Number of items (the population sampled)

Results

Table 1: Bio data

Sex of the Respondents					
		F	%	Valid %	Cum. %
Sex	Male	20	46.4	46.4	46.5
	Female	24	53.6	53.6	100.0
	Total	44	100.0	100.0	
Age	Age				
	21-30 years	10	22.9	22.9	22.9
	31-40 years	11	26.1	26.1	49.0
	41 – 50	11	26.6	26.6	75.6

	years	9			
	51 years and above	10	24.3	24.3	100.0

Marital Status of the Respondents

		F	%	Valid %	Cum. %
	Single	190	42.4	55.8	55.8
	Married	250	55.8	42.4	98.2
	Divorced	8	1.8	1.8	100.0
	Total	448	100.0	100.0	

Educational Qualification of the Respondents

		F	%	Valid %	Cum. %
	O.N.D/N.C.E	148	33.0	33.5	33.5
	B.Sc/B.A/H.N .D	150	33.5	33.0	66.5
	M.Sc	100	22.3	22.3	88.8
	Others	50	11.2	11.2	100.0
	Total	448	100.0	100.0	

Length of Service of the Respondents

		F	%	Valid %	Cum. %
	Less than 5 years		33.5	33.5	33.5
	6-10 years	132	29.4	29.4	62.9
	11 -15 years	109	24.3	24.3	87.2
	16-20 years	37	8.7	8.7	95.9
	20 years & above	20	4.5	4.5	100.0
	Total	448	100.0	100.0	

Official Status of the Respondents

		F	%	Valid %	Cum. %
	Subject teacher only	380	84.8	84.8	84.8
	Y. Tutor/ Subject Teacher	68	15.2	15.2	100
	Total	448	100.0	100.0	

F=Frequency, %=Percent

From the above table, 46.4% of the respondents were male while 53.6% of the respondents were female. This implies that there are more female respondents than males and as such are more active in the teaching profession in private secondary schools in district V.

22.9% of the participants are between the age ranges of 21-30 years, 26.1% of the participants are between the age ranges of 31-40years, 26.6% of the participants are between the age ranges of 41-50 years while 24.3% of the participants are 51

years and above years. This shows that most of the participants are in their middle and active years.

42.4% of the participants were single, 55.8% of the participants were married while 1.8% of the participants were divorced. This implies that there are more married teachers among the participants. This would guarantee high discipline and maturity in the discharge of their duties.

The table also shows that 33.0% of the participants obtain O.N.D/N.C.E degree, 33.5% of the participants obtain B.Sc/B.A/H.N.D holder, 22.3% of the participants obtain M.Sc and 11.2% of the participants obtain others degree. This implies that most of the participants are graduates.

Again, it shows that 33.5% of the participants have less than 5 years working experience, 29.4% of the participants have between 6-10 years working experience, 24.3% of the participants have between 11-15 working experience, 8.7% of the participants have between 16-20 years working experience and 4.5% of the participants have above 20 years working experience. This depicts that greater percentage of the participants are well experienced.

Finally on bio data, most of the participants representing 84.8% are subject teachers only. Those involved in teaching as well as other administrative works (year tutor) are only 15.2% of the whole sample.

Analysis and Evaluation of Questionnaire

Items on this section shall be analyzed on the basis of Likert's four point scale – Strongly Agree, Agree, Disagree and Strongly Disagree using simple statistical computation.

Table 2:

ITEM 1: Time affects teaching and learning per subject

Response	Code	Frequency	Percentage
Strongly Agree	4	338	75%
Agree	3	110	25%
Disagree	2	-	-
Strongly Disagree	1	-	-
Total		448	100%

From the Table above, 338 participants representing 75% of the participants strongly agree, 110 participants representing 25% agreed while none disagree nor strongly disagree with the statement. This then implies that teachers in private schools District V, Lagos State effectively manage their time.

Table 3:

ITEM TWO: Lateness to work affects performance

Response	Code	Frequency	Percentage
Strongly Agree	4	320	71%
Agree	3	128	29%
Disagree	2	-	-
Strongly Disagree	1	-	-
Total		448	100%

From table 3 above, 320 participants representing 71% of the participants strongly agree and 128 participants representing 29% agree with the statement that lateness to work affects productivity

Table 4:

ITEM 3: Time determines productivity.

Response	Code	Frequency	Percentage
Strongly Agree	4	280	63%
Agree	3	73	16%
Disagree	2	72	16%
Strongly Disagree	1	23	5%
Total		448	100%

Table 4 indicates that 280 participants representing 63% of the participants strongly agree with the statement, 73 participants representing 16% agree, while 72 participants representing 16% disagree with the statement and 23 participants representing 5% strongly disagree with the statement that time determines productivity. This indicates that time is an important factor in productivity and not just performance.

Table 5

ITEM FOUR: Management sets time for output.

Response	Code	Frequency	Percentage
Strongly Agree	4	107	24%
Agree	3	191	43%
Disagree	2	150	33%
Strongly Disagree	1	-	-
Total		448	100%

From the table above, greater percentage of the participants concur that management set out time for output as 24% and 43% strongly agree and agree respectively while 33% of the participants disagree with the statement. This simply means that there is an expected time frame for a given output set out by the management.

Table 6

ITEM FIVE: Inadequate planning leads to poor time management.

Response	Code	Frequency	Percentage
Strongly Agree	4	228	51%
Agree	3	204	45%
Disagree	2	16	4%
Strongly Disagree	1	-	-
Total		448	100%

Majority of the participants in the table above, (228 participants representing 51% of the participants and 204 participants representing 45%) strongly agree and agree respectively. Only 16 participants representing 4% disagree with the statement. This depicts that planning of lesson before the actual teaching-learning session helps in management of time during a class session and hence greater productivity.

Table 7

ITEM SIX: The effect of poor planning does not reflect on teaching methods.

Response	Code	Frequency	Percentage
Strongly Agree	4	-	-
Agree	3	-	-
Disagree	2	221	49%
Strongly Disagree	1	227	51%
Total		448	100%

Table 7 shows that 221 participants representing 49% of the participants disagree and 227 participants representing 51% strongly disagree with the statement. This implies that poor planning actually reflects on teaching methods.

Table 8

ITEM SEVEN: Teachers' attitude affects productivity.

Response	Code	Frequency	Percentage
Strongly Agree	4	280	63%
Agree	3	130	29%
Disagree	2	19	4%
Strongly Disagree	1	19	4%
Total		448	100%

From table 8 above, 280 participants representing 63% of the participants strongly agree, 130 participants representing 29% agree, while 19 participants each representing 4% disagree and strongly disagree respectively with the statement that the teachers' attitude affects productivity.

Table 9

ITEM EIGHT: Teaching staff in District V have negative attitude to work

Response	Code	Frequency	Percentage
Strongly Agree	4	90	20%
Agree	3	96	21%
Disagree	2	96	21%
Strongly Disagree	1	166	38%
Total		448	100%

From the table above, it could be seen that 90 participants representing 20% of the participants strongly agree, 96 participants representing 21% agree, 96 participants

representing 21% also disagree and 166 participants representing 38% strongly disagree with the statement. This shows that greater percentage of the participants are of the opinion that teaching staff do not have negative attitude to work.

Table 10

ITEM NINE: There is too much to do in the school in a limited time frame.

Response	Code	Frequency	Percentage
Strongly Agree	4	284	63%
Agree	3	155	35%
Disagree	2	9	2%
Strongly Disagree	1	-	-
Total		448	100%

In the above table, 284 participants representing 63% strongly agree, 155 participants representing 35% agree, and only 9 participants representing 2% disagree with the statement. This implies that time the school is actually loaded with lots of activities to be completed by teachers within a limited time frame.

Table 11

ITEM TEN: Zero time loss is required between setting of specific teaching objectives and its achievement.

Response	Code	Frequency	Percentage
Strongly Agree	4	160	36%
Agree	3	226	50%
Disagree	2	46	10%
Strongly Disagree	1	16	4%
Total		448	100%

As shown in table 11 above, 160 participants representing 36% of the participants strongly agree, 226 participants representing 50% agree while 46 respondents representing 10% disagree and 16 participants representing 4% strongly disagree with the statement. Since the greater percentage of 86% is positive, it implies that the statement is also positive about private secondary schools in District V, Lagos State.

Table 12

ITEM ELEVEN: Motivation can change teachers' attitude to work.

Response	Code	Frequency	Percentage
Strongly Agree	4	416	93%
Agree	3	32	7%
Disagree	2	-	-
Strongly Disagree	1	-	-
Total		448	100%

The table above shows that all the participants are positive about the statement with 93% indicating of the participants

indicating strongly agree and 7% of the participants indicating agree. It shows that motivation can change teachers' attitude to work and enhance productivity.

Table 13

ITEM TWELVE: Level of productivity is high when time management is applied to work effectively.

Response	Code	Frequency	Percentage
Strongly Agree	4	384	86%
Agree	3	64	14%
Disagree	2	-	-
Strongly Disagree	1	-	-
Total		448	100%

The table above shows that 384 participants representing 86% of the participants strongly agree and 64 participants representing 14% agree while none of the participants dispute the statement. This reveals that when time is effectively managed in classroom, it positively affects the level of productivity.

Table 14

ITEM THIRTEEN: Personal time management leads to organizational goal achievement.

Response	Code	Frequency	Percentage
Strongly Agree	4	110	25%
Agree	3	324	72%
Disagree	2	14	3%
Strongly Disagree	1	-	-
Total		448	100%

Table 14 shows that majority of the participants answered favourably to the question as 25% and 72% strongly agree and agree respectively. This shows that one's ability to manage his/her personal time will enable him/her achieve set goals in teaching-learning environment.

Table 15

ITEM FOURTEEN: Time management for teachers is far more complicated than for other office workers.

Response	Code	Frequency	Percentage
Strongly Agree	4	16	4%
Agree	3	194	43%
Disagree	2	216	48%
Strongly Disagree	1	22	5%
Total		448	100%

Table 15 states that 16 participants representing 4% of the sampled participants strongly agree with the statement, 194 participants representing 43% agree, 216 respondents

representing 48% disagree and 22 participants representing 5% of the participants strongly disagree with the statement that time management for teachers is far more complicated than for other office workers. This implies that teachers as well as other office workers find time management a challenge.

Table 16

ITEM FIFTEEN: The curriculum and extra-curricular activities are interrelated in time management.

Response	Code	Frequency	Percentage
Strongly Agree	4	228	51%
Agree	3	220	49%
Disagree	2	-	-
Strongly Disagree	1	-	-
Total		448	100%

Table 16 above indicates that all the participants answered favourably to the question above as 51% of the participants strongly agree with the statement and 49% of the participants agree with the statement. This shows that effective time management could be built into curricular and extra curricula activities.

Test of Hypothesis

Ho1: Time management is not an effective tool for productivity in private secondary schools in Lagos State Education District V.

Table 17

Variables	N	df	r-cal	r-tab	Decision
Time management	448	894	0.596	0.195	Reject H ₀
Productivity	448				

P < 0.05

Table 17 revealed the relationship between the time management and productivity. The result obtained from the analysis showed that the value of r-calculated (0.596) is greater than the value of r-tabulated (0.195) at 0.05 level of significance. Therefore, the hypothesis is rejected. This means that Time management is an effective tool for productivity in private secondary schools in Lagos State Education District V.

Hypothesis Two

Ho2: Negative attitude of staff in time management reduces productivity in private secondary schools in Lagos State Education District V.

Table 18

<i>Variables</i>	<i>N</i>	<i>df</i>	<i>r-cal</i>	<i>r-tab</i>	<i>Decision</i>
negative attitude	448	894	0.007	0.195	Accept H ₀
Productivity	448				

P < 0.05

Table 18 revealed the relationship between negative attitude of staff and productivity. The result obtained from the analysis showed that the value of r-calculated (0.007) is lesser than the value of r-tabulated (0.195) at 0.05 level of significance. Therefore, the hypothesis is accepted. This means that negative attitude of staff in time management reduces productivity in private secondary schools in Lagos State Education District V.

Hypothesis Three

Ho3: Time management does not ensure timely completion of assignment in private secondary schools in Lagos State Education District V.

Table 19

<i>Variables</i>	<i>N</i>	<i>df</i>	<i>r-cal</i>	<i>r-tab</i>	<i>Decision</i>
Time management	448	894	0.638	0.195	Reject H ₀
Timely completion of assignment	448				

P < 0.05

Table 19 revealed the relationship between the time management and timely completion of assignment. The result obtained from the analysis showed that the value of r-calculated (0.638) is greater than the value of r-tabulated (0.195) at 0.05 level of significance. Therefore, the hypothesis is rejected. This means that time management ensure timely completion of assignment in private secondary schools in Lagos State Education District V.

Hypothesis Four.

Ho4: Time management does not promote excellence in private secondary schools in Lagos State Education District V was also rejected.

Table 20

<i>Variables</i>	<i>N</i>	<i>Df</i>	<i>r-cal</i>	<i>r-tab</i>	<i>Decision</i>
Time management	448	894	0.827	0.195	Reject H ₀
excellence in private schools	448				

P < 0.05

Table 20 showed the relationship between the time management and excellence performance in private secondary

schools. The result obtained from the analysis showed that the value of r-calculated (0.827) is greater than the value of r-tabulated (0.195) at 0.05 level of significance. Therefore, the hypothesis is rejected. This means that time management ensure excellence performance in private secondary schools in Lagos State Education District V.

Discussion of Findings

The result obtained from this finding indicates that time management is an effective tool for productivity in private secondary schools. This finding therefore is in agreement with the report of Froster (2006) who noted that time management is an effective tool for productivity. This is in line with staff productivity in private secondary schools in Lagos State Education District V.

Again, that negative attitude of staff in time management reduces productivity in private secondary schools in Lagos State Education District V. This is also in consonance with the findings of Alvarez, (2005) and Sedita, (2007) who stated that negative attitude of staff in time management reduces productivity in private secondary schools in Lagos State Education District V. Moreso, the study refute the hypothesis which states time management does not ensure timely completion of assignment in private secondary schools in Lagos State Education District V. This finding therefore concurs with the finding of Francis (2008) who stated as reflected by his study that time management ensure timely completion of assignment in private secondary schools in Lagos State Education District V. It was also found that time management promote excellence in private secondary schools in Lagos State Education District V. This finding therefore concurs with the findings of Skinner (2005) who stated as reflected by his study that time management promote excellent in private secondary schools in Lagos State Education District V.

Limitations of the Study

It is important to note that it would not be easy to achieve perfect research findings. There are various occurrences that may reduce the validity of the findings. These limitations include difficulty in meeting all the staff of the schools under study. Difficulty in distributing the questionnaire also arose and it was not easy retrieving the questionnaires from the respondents as the researcher had to wait a longer time for the respondents to complete the questionnaire at their free time. Again, some of the respondents doubted the purpose of the research even after explanation by the researcher and suspects the researcher to be spy sent by the school proprietor to see how the teachers manage their time during school hours.

Conclusion

Research outside of education has shown that time management skills can provide professionals in demanding workplaces with strategies for making more out of scarce time resources, allowing them to focus attention on high-priority matters in ways that may improve their overall job performance (Claessens et al., 2007). The goal of this study was to assess whether these claims apply to private secondary school teachers in District V, Lagos State.

The benefits attributed to effective time management by private secondary school teachers cannot be overemphasised in that personal time management leads to corporate time management. Time management does not allow situational approach to productivity. Planning and prioritizing goals are essential in time management. Performance is a function of time set and effective time management. As such, time management no doubt enhance teachers' positive attitude to job performance which will increase productivity in private secondary schools especially in the area of teaching-learning activities.

Recommendation

In the findings of this study, the following recommendations were suggested:

- That training on personal and corporate time management should be incorporate into teacher training courses.
- There must be continuous in-training to ensure continuous improvement in teachers' competence.
- There must be an effective feedback system from both school management board and students and this should be regularly serviced.
- Communication lines should be left open within the school system. Employees (teachers) should never feel irrelevant. And should share the responsibility for quality.
- Integrity, both for the management and staff must be imbibed if time management is to be effective.
- Regular programs to find out students'/parents' expectations from the school must be put in place.
- A department/committee responsible for the detection of flaws in processes and development of improved procedures should be established in schools.

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