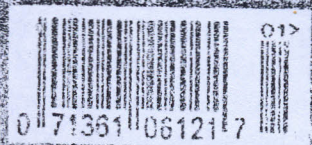


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Effective Time Management for Teaching Effectiveness

Adams O. U. Onuka

Institute of Education, Univeristy of Ibadan, Ibadan

E-mail: adamonuka@yahoo.com

Tel: +234-803-356-4064 /02-7522684

Virgy Onyene

Department of Educational Administration, University of Lagos, Akoka

I. Olanrewaju Junaid

Institute of Education, University of Ibadan, Ibadan

Abstract

This paper discusses the essence of time management and its positive effect on teaching and subsequently on learning. Samples were selected in two phases of the study viz: at the outset when 31 schools were selected in Ibadan City and after phase one of the study when the most effective teacher-time-manager and the least-effective-teacher-time manager were identified. Thirty students each from these classes were randomly selected and used as the pretest –posttest experimental/control groups design to confirm or confound the results of one. Findings include: effective-time management resulted in effective and learning, if teachers were to be effective time managers they must minimize social activities and devote more time preparation, good time management engenders improved student performance etc. Recommendations were that to assist teachers to manage their time better, they should be well remunerated; teachers should reduce their social activities to the barest minimum; they should the business more seriously among others.

Keywords: Time management; teaching effectiveness.

Introduction

Time management could be viewed as the process whereby people spend their working days through a proper allocation of their time vis- a-vis the content of their job in such a way that no element of his job gains more time, than it is necessary, at the expense of the other elements of the job. Ogunsanya and Agu (1990) define time management as the way managers typically spend their working days through proper apportionment of their time. Emefiele (Ogunsanya and Agu 1990) states that the measure of the effective manager is in his very tender love for time and in his ability to get the right things done (and one dare to add at the right time). However, Drucker (1967) posits that effective time managers are not just content with starting tasks, but also with their time. In essence, they first find where their time goes but planning the use of their time.

It is obvious that if time management is ineffective, the possibility of achieving one's goals is remote, and the rate of poor performance by those who did not manage their time effectively would be very high. Though time is a very precious and very scarce resource, it is a resource that every human has equal access to, but may either it effectively or ineffectively. Every body is equally endowed in terms of time. Everyone has 24 hours to use, which can neither be reduced nor added to. If anything at all we can only add utility to its usage in proper allocation to its contending demands and effective utilization of every bit of the allocated time. You cannot recreate it, as nobody is favoured or

disfavoured in its endowment. Yet its wise user, is the gainer, while of course the foolish user of time is the loser and the non – performer. Thus Drucker (1967) sees time as “totally inelastic, priceless, totally perishable, irreplaceable and cannot be stored”. Therefore, we must see time as it is, scarce and an economic resource, which needs to be proportionately and wisely distributed among the tasks being performed by the individual, particularly as we know that it can neither be contracted nor expanded. Time is God-given resource, made available to everyone in equal amount. The allocation and usage to its competing needs depends on one’s scale of preference and our ability to budget our time appropriately. Every minute of one’s time is very important and it could be make or mar the entire process. Hence, Blanchard (1985) posits that a minute is an important component of available time that must be well utilized. Note that every minute of our available time must be effectively managed, if the desired result were to be achieved. Mokuolu (2007) unequivocally states that time, in addition to skill and ability, is an important determinant of achievement in any human endeavour. In fact God Himself is a time manager as can be inferred from the creation record in Genesis chapter one and the injunction that there is time for every thing under the heavens (Ecclesiastes 3: 1 – 10) bear witness to the fact that time management is a necessity irrespective of one’s calling, and indeed for the teacher who imparts knowledge.

Time is a period or duration of period available to you to carry out certain assignment. It is period within which a thing or task must be done. Doing such a thing implies that it may have to be broken into parts, if it were to be both efficiently and effectively done. In the execution of the school curriculum, for instance there is a period of time allocated to the teaching of a segment of a subject for efficiently and effectively imparting appropriate and relevant knowledge to the taught. Most often a 35 or 40 minute period of time is given to teaching a particular topic in a subject either once or twice a week. Thus the teacher, say of mathematics would, therefore, work out how best to utilize the time allocated to the teaching and learning of that topic effectively. Time in relative term, has components, in the sense that whatever you are billed to do within a given period of time determines the components of that given time. The contents of and duration of each element of the task to be done determines the components of the given time during which the particular task must be accomplished. A thorough analysis of the various God-given resources will reveal that time is one of the freest, cheapest and most equitably distributed. Hardly will one purchase time, yet time when well utilized it brings in money to its user.

Planning is the key to effective time utilization and management. Ejiogu (2004) views planning, as “the practical thinking, dreaming, scheming and scheduling of the activities that would be performed in order to achieve the objectives for which the enterprise has been set up.” It is also projecting, designing or charting out a course of action. Thus time planning can be described, as time scheduling which in our context must be relative to the activities of teaching and simultaneous learning. The steps involved in the proper imparting of the relevant knowledge, skill and attitude in question in terms of the object of study i.e. teaching and learning individual topics of a particular discipline determines how the time will be scheduled. The components of a particular task and the amount of time, it will take must be forecasted and estimated to aid the scheduling of the time. A properly scheduled time coupled with the determination to use it well will result in a time well utilized. Time utilization is determined by the tasks to be done and the time each task element will take to be executed and work in absolutely compliance with the given time scheduled for the completion of the task (Onuka, 2006).

Onuka (2004) posits that forecasting, planning and budgeting are some of the tools of management. He describes “management” as an everyday phenomenon which involves everybody. He views management as including (or encompassing) forecasting, planning, organizing, implementing and monitoring and evaluation, while Easterby-smith (1995) considers “management” as all about planning, organizing, staffing, directing, coordinating, reporting and budgeting. He points out that, acceptable definition of the subject depends on who the person defining the term is and what he wants to do with the definition. However, in the context of time management and classroom interaction we

may view it as the ability to plan and budget time for classroom interaction for effective teaching and learning by both the educator and the educated (pupils). Time management could thus be described appropriately as using a time scheduled to accomplish a predetermined task, working within the allocated time to complete each component efficiently and effectively. Effective time management leads to effective use of time which in turn denotes the right utilization of God's equitable gift to mankind yet a scarce resource, right thus yielding the appropriate outcome. Efficient use of time is the right combination in the right quantum of the resource with other resources to yield the right output if effectively handled. You can be efficient and may not be effective and vice versa. Effective use of time will often yield the appropriate expected result.

It is important to note that management denotes appropriate planning, organizing and utilization, evaluation and feedback.

Effective teaching and learning in the context of time management starts with effectively forecasting the classroom activities required to make a particular topic or subject effectively taught and learned within a given time horizon. You, who as a teacher, are to facilitate both teaching and learning will break these activities into tasks and forecast the duration within which each task can be undertaken.. This is followed by allocation of time duration to every step or task that is required to complement others to make a whole. This act can be regarded as time budgeting or time scheduling. This comes with practice. So you may not be very accurate the very first time you do it. Next you organize the materials that could facilitate the process of teaching-learning. Having done this, you may proceed to carry out a mock implementation of your programme according to the schedule; so as to ensure that what you have done will work in the actual practice or life situation. Effective teaching/learning (classroom interaction), and effective time management is a product of thorough planning, time budgeting, organization and strict adherence to implementation time schedule. Doing this rightly at the right time and doing it right the first time will result from several mock practices. For a teacher who has already taught a class before he has to start his classroom interaction with the recall of what was taught before, to determine the rate of learning of the previous activity by the pupils, however, if the class has just started then he may well do an oral pre-test (questioning) to ascertain previous attainment, so as to decide how proceed and where to start from. This segment of the classroom interaction must be given its appropriate timing with strict adherence to it in order to engender effective time management. He decides what time to give to introduction of the new topic, time for questioning which will spur pupils' participation as well as ascertain how much of what is being taught has been learnt. You should also allot time to the pupils' questioning so that you can clear their doubts about the subject matter and thus facilitating their own learning process. The above illustration can be presented as follows:

1. Recall or determination of previous attainment 5 minutes out of 35 minutes
2. Introduction (5 minutes)
3. Teaching (step by step) (15 minutes)
4. Questioning (both by the teacher and the learners) (5 minutes)
5. Restating/clarification (5 minutes)
6. Evaluation of the lesson (2 minutes)
7. Summarise the lesson restating the salient points (3 minutes)

White (1998) states that in time budgeting and managing well, one should first identify his vision and clarify the vision before proceeding to do any other thing including prioritizing our lesson plan. To enable you achieve the objectives of teaching, one must do one thing at a time. Organize your plan by putting/pooling together all the necessary events/materials in the appropriate order. Start with the no 1 or grade 1 priority rather than grade 3 or 4 priority. In case of a lesson must be systematic – introduction will be considered grade 1 priority as it leads to the main theme and move to the main theme step by step mindful of the time allocated to each.

An example of how we can plan to manage our time properly is shown by table below:

Table 1: shows a hypothetical time/task schedule for a classroom lesson period.

Task	Time
Introduction	5 mins
Step 1	5 mins
Step 2	5 mins
Step 3	6 mins
Step4	4 mins
Restating/questioning/evaluation	10 mins
Conclusion	5 mins
Total	40 mins

Time management is not just about planning; it is also about results. So proceed from planning to organization then to action.

We need to note the following two ways in which we can manage our time effectively:

1. Lesson time management is a micro type (time management schedule) (Locale).
2. Global (Macro) Time Management – Your Whole Day (Typical Day) time management schedule.

It should also be noted that the macro time management would of a necessity encompass the micro type. Micro time management is subsumed in the macro type. In other words the locale must be situated within the context of global.

Thus we must evolve macro and micro time management and ensure that they synchronise well. Macro time management schedule should precede micro time management, because the success of the latter depends largely on the success of the former. An example of macro time management schedule is what is often referred by corporate bodies as year planner. It should be stated that no schedule is perfect because they are based on forecasting and estimates. Yet it is far better than none.

In summary, the following steps are essential to effective time management:

- Adequate knowledge of the activities to be undertaken, their individual expected duration, and their sequence of occurrence.
- Always remember there is only 24 hours in day
- Note that the afore-mentioned makes time, though equitably God-given resource, yet scarce, leading to the fact that we must prioritize our activities both globally and micro – wise.
- Thus allocate time to every activity (including sleep, relaxation and eating) to be undertaken
- These preceding parts (steps) call for thorough planning of the use of time
- Linear programming/graph could be used to depict one's use of time plan
- Rehearse plan in a mock exercise to ensure effective actual implementation
- Implement strictly according to schedule
- Review the implementation
- Feedback the result to the plan
- Revise your time plan
- Rehearse it again
- Implement again

It is thus a cycle of planning, executing, reviewing, feedback and revision until perfection is attained; and since real perfection is far fetched, it is a continuous process *until thy kingdom come*

You can practice this again and again until perfection is obtained, but since perfection can only be achieved by God then the process remains a continuous one. However, you cannot be effective in time management unless you decide your priority of events to be included in your time plan.

These include preliminary preparation, every event and its duration vis a vis other activities of the day. You should also plan the use of time allocated to every activity, rehearse the execution of the

plan and the delivery which ultimately proves the effectiveness of the management of your time. Please note that you break your lesson into steps and match the time appropriate for the completion of each step in accordance with their weighting. Globally too you may also organize your activities for a week by planning and scheduling these activities through time budgeting and control of all the week activities and then ensure strict adherence to the schedule during implementation. Be sure that a one time schedule is done on day by day basis if it were to be effective.

The Problem of the Study

Arising from the fact that many a Nigerian teacher does not effectively manage his/her time and the consequent ineffectiveness of the teacher in facilitating high degree of learning, this investigation set out to study the reasons why this is so and to find out how the trend can be overcome.

Research Questions

1. Are teachers able to manage their time effectively?
2. What are the constraints to teachers effectively managing their time?
3. How can these impediments be overcome?

Hypothesis

H₀1: There is no difference between teaching effectiveness of teachers who manage their time effectively and those who do not

Research Procedure

Research Method

The method adopted for this research was ex post as well as quasi – experimental and control type with the pretest post test design.

Population, Sampling and Sample

Population

The target population was all the teachers of secondary schools in Both Ibadan city and Ibadan less city of a total of eleven Local Government Council Areas, Oyo State, Nigeria.

Sampling and Sample

The multi-stage sampling technique was adopted as follows:

Ibadan was clustered into eleven LGCA's. The proportion of schools per LGCA was proportionately but randomly chosen. The researchers decided that at least half of the number of schools in LGCA would be randomly sample. Finally one Economics teacher in each of the selected schools was used in the sample. Two sets of 30 students each from two of the schools were used for quasi – experimental group and control group were chosen, to represent one effective time management teacher and the other non –effective teacher as was found the first step analysis who were again observed for six weeks.

Table 2: LGCA's, number of Schools and Sample size

S/No	LGCA	No of Schools	Sample size
1	Akinyele	19	4
2	Egbeda	12	2
3	Ibadan North	23	5
4	“ North-East	11	2
5	“ North-West	07	1
6	“ South-East	17	3
7	“ South-West	23	5
8	Ido	07	1
9	Lagelu	18	4
10	Oluyole	12	2
11	Ona-Ara	10	2
Total		149	31

Instrumentation

A typical teacher full day time/work 12-item schedule – check list kind of instrument designed and validated by the researchers, through test – retest, and intra and inter rate correlation at the following coefficients 0.86, 0.74 and 0.71 was used in collecting some of the data. Respondents were also requested to freely list what they considered constraints to time management as well as possible ways of overcoming these constraints, to which they listed ten points against each of constraints and ways of overcoming them.

Method of Data Collection

Data for the study was collected using the check-list and direct observation using anecdotal coding as the principal actions of concern in the study such as giving directives, instructing, teacher questioning, student questioning, response (teacher and student), clarification, summarizing, evaluation and conclusion in the classroom. It also examined and award mark using the format of time/lesson schedule as well as the lesson plan content, lesson preparation/rehearsal period earlier on discussed. Each teacher was observed and rated twice by either one of the researchers or a trained assistant and once by another rater.

The two schools in which the most effective time management teacher (A) and the most non-effective time management teacher (B) were found (as revealed by the first step analysis in the study) and their respective classes were used as experimental group and control group. Pretest and post test were administered on the both groups to determine the effect of effective teacher time management on student cognitive achievement viz a viz non effective time management, having assisted the former to better manage his time for three further weeks.

Method of Analysis

Data used were got from collating and coding data from the three sources of data of direct observation, checklist and the lesson notes.

Data from the exercise were analysed using qualitative analysis and statistics such as percentage, Spearman – Brown rank order correlation statistic.

The second stage data analysis involved the use of t-test statistic

Findings and Discussion

Table 3: The relative effective time utilization and management in percentage

S/no	Percentage range	No of teachers	Remarks
1	1-10	-	
2	11-20	-	
3	21-30	1	Found to be a drunk (very very poor time managers.
4	31-40	4	Seriously involved in local partisan politics (very poor time managers)
5	41-50	7	Were not fully interested in teaching (poor time managers)
6	51-60	4	Were partially committed but had to contend with family & other interests (fair time managers)
7	61-70	5	Fairly good time managers
8	71-80	3	Good time managers
9	81-90	5	Very good time managers
10	91-100	2	Excellent time manager
Total		31	

The table above presents qualitative data that shows that a number of teachers in the sample know something about managing their lesson by planning how to utilize their lesson time well ahead the actual period for maximal effectiveness. The number of the teachers who scored from 50% to 100% on the effective time management scale was 19 which are 61% of sample used in the study. An indication that a number of them had knowledge on time management by way of planning and executing their lesson period well enough to make them effective teachers which is the essence of time management in a school setting, which is in consonance with the finding of (Ogunsanya and Agu, 1990). However, 39% of the subjects in the study did not bother to plan their time well as so they were ineffective teachers as proved by the result of the quasi-experiment carried out to find out whether a relationship exists between effective management and students' achievement in this study. Well a number of teachers could manage their well because they did not think it necessary to do because they felt they have already garnered sufficient to make them effective without planning to manage their time. They thus rely on residual and archaic knowledge rather than imbibing dynamism in their career and by extension effectiveness in their chosen field of endeavour. Some felt constraints by poverty, thus instead of planning ahead for the next lesson they are engaged in making ends meet, by taking on some other activities that can earn them some other income. But those who were content with the job made out time to the necessary preparation for effective teaching through time management (TM) agreeing with the view held by (Blanchard and Peter, 1985; and White, 1998).

Table 4: Perceived constraints to time management and suggested solutions (in percentages)

Constraints	Frequency	Percentage	Suggested solutions	Frequency	Percentage
Lacking competence in TM	13	41.9*	Mounting of training on TM	28	90.3**
Many demands contending for time	17	54.8	Increase salary	31	100
Many administrative assignments	18	58.1	Employ more teachers to reduce work	29	93.5
Student over-population	12	38.7	Reduce administrative assignment given to classroom teachers	23	74.2
Too short a time to cover syllabi	19	61.3	Make content of syllabi more concise	21	67.7
Much family needs to be met	25	80.6	Teachers should not be involved in too many social obligations	24	77.4
Social demands to attend to	29	93.5	Teachers must create time for preparation outside sch. Hour	11	35.5
Can't create time outside of school hours to prepare	14	45.2	Teachers must not assume knowledge or competence	15	48.4
The assumption of adequate knowledge of the subject matter/competence	12	38.7	Teachers must be committed	16	51.6

* provides answer to question 2

** provides answer to question 3

From table 4 above in the first three columns, it is clearly shown that quite a substantial number of the respondents, irrespective of whether or not they are effective time managers; believe that there are constraints to the teacher effective time management. The constraints listed by the respondents include lack of knowledge of/incompetence in time management (41.9), many things demanding for the teacher's time (54.8), teachers being overloaded with administrative responsibility (58.1), student overpopulation (38.7), time available for teacher not commensurate to the content of syllabi causing rush to finish the content (61.3), trying to meet family needs which does not teachers to devote much of their outside of school to preparation of school work (80.6), Efforts to meet social demands (93.5), teachers are unwilling to create time for school work out of their leisure time (45.2) and assumption of adequate knowledge of subject matter and/competence in teaching (38.7). The implication of these findings as expressed by teachers is that unless these perceived constraints are addressed, many of them would rather pursue other businesses that could enhance their standard of living at the expense of their teaching preparation since theirs is not just routine work that has to be followed day in day out. Whereas, according to White (1988), Ogunsanya and Agu (1990) and Blanchard and Lorber (1985) if one were to be effective in his duty, he must plan and manage his work time effectively, which implies that these findings in some measure contradict the norm due possibly to wrong value system imbibed by the society. Since teaching results in learning and learning in education and development of the total man which according Onuka (2004) is the tool for national development, then these constraints must be addressed as suggested by the respondents in the section of this work. Some of the constraints listed show that there the need for value reorientation because money has been placed above dedication and contribution to development.

The last three columns of table 4 provide answer to question three.

The result here shows that the respondents are of the opinion that if these measures here suggested are considered and implemented there may be considerable improvement in the average teacher attitude to time management which by extension implies preparation for effective teaching. The suggested solutions by the respondents are namely:

Mounting regular training programme on the import of the time management (90.3), increase in teachers' salary to reduce their level of search for extra income to enable them plan and manage their school time effectively (100), employment of more teachers to reduce the work over load on the

teachers to enable them devote more to preparation rather than battling to cope with the overcrowd of students in terms of attention and marking (93.5), reduction in administrative responsibility given to the teachers so allow to allow them sufficient to plan and manage their school time (74.2), making the content of the syllabi concise to allow for enough and avoid rush so that the teacher can effectively manage their time and the consequent teaching effectiveness (67.7), teachers must reduce the premium they place on socials to allow them enough time to plan to educate and develop the young and up coming generations (77.4), teachers must create time to plan and manage their teaching effectively and thus the concomitant learning (35.5), Teachers assume sufficient knowledge and competence to the level of disregarding the need to prepare for effective teaching which is the import of the teacher time management concept (48.4) and the teacher must be fully committed to duty (51.6). All these suggestions confirm the need for training and retraining of the Nigerian manpower in all sectors of the economy as posited by Onuka (2004).

Table 5: Aggregate intra-rater and inter rater correlation coefficients showing the relationship teacher time mgt and teaching effectiveness.

Type	No	Intra-rater	Inter-rater
Effective time managers*	19	0.76	0.72
Ineffective time managers**	12	0.69	0.66

* Teachers rated fair time managers to those rated excellent time managers were collapsed together to form the effective time manager category

** Those rated poor time managers and below as indicated in table 3 were categorized as ineffective.

Table 6: The t-test of significance of the difference between the performance of the students of the effective time management teachers and those of the non-effective time management teacher in economics

Group	Sample size	Pretest		Posttest		t-obs	t-crit
		Mean	SD	Mean	SD		
Teacher A's Students	30	46	6.9	56	7	12.71	2.66
Teacher B's Students	30	34	8.0	39.5	7		

P= 0.01 df= 58

Tables 5&6 show the results providing clue to the hypothesis of this study. Table 5 shows high correlation between good time management and teaching effectiveness as well as poor time management and lower teaching effectiveness. The aggregate intra-rater and inter-rater of 0.76 and 0.72, for good time management and teaching effectiveness show that the efficient and effective time manager the teacher is the more effective he is in his teaching exploits. In the same the table also reveals that the less efficient and effective time manager the teacher is the less effective he is most likely to be in his teaching undertakings. These results agree with postulation of Ejiogu (2004) that planning and the resultant management of resource constitutes the key to effectively implementing a programme. They equally confirm the findings of Ogunsanya and Agu (1990) that effective time management engenders effective teaching and learning as well as the views of Blanchard and Lorber (1988) and White (1998) that effective time management is a result of good planning which leads to the realization of set organizational goal and objectives. This is because time management is composite to project planning, management and implementation (Onuka, 2006). The results depicted in table 6 confirm the findings shown in table and goes on to show that good time management engender not only effective teaching but also effective learning (Ogunsanya and Agu, 1990; and Onuka, 2006). With a mean score of (56 post test) against a mean score of 46 at pre-test implying a ten-unit gain for the experimental group whereas the mean score of 34 for the control group at pre-test, and a mean score of 39.5 at pos-test meaning a gain of 5.5 units as against the ten-unit in favour of the experimental group. An indication that good time management results in effective learning by the taught. This result underscores the views and findings of some authors and researchers that time management definitely and necessarily engenders effective learning and /or performance (Blanchard and Lorber, 1985; Ogunsanya and Agu, 1990; White, 1998 and Onuka, 2006). Thus there is no gainsaying that in the

circumstance, where there is a substantial chunk of teachers who are not skilled in time management nor wanting to get to terms with time management which is probably why vices (including examination malpractices are on the increase in our educational institutions, the need to urgently address this anomaly cannot be overstressed.

The t-test of significance shows that the t-observed is greater than t-critical the hypothesis that there is no significant difference between achievement of the students of time –effective management teacher and those of non-effective time management teacher should be rejected because the result prove there is a significant difference between the students of the time management variant teachers. Those of the effective time manager performed significantly better than those of the opposite teacher (the not so effective time manager –teacher. Thus it could be inferred the former facilitates a better teaching – learning interaction and the resultant student achievement. The result conform to the findings of the studies by some scholars and researchers that if the time available for teaching is well managed students achieve substantially in learning (Ogunsanya & Agu, 1990; Blanchard and Lorber, 1985; Whiter, 1998 and Onuka, 2006). Therefore teachers need to be trained and encouraged to manage the available teaching better for a better teaching – learning interaction and the concomitant student achievement as well as enhanced expected learning outcomes as well as confirms the position of Mokuolu (2007) that proper use of time is an factor in the level of achievement in any human endeavour.

Conclusion and Recommendations

Conclusion

The investigation has clearly shown that effective classroom interaction or effective teaching-learning process is no doubt a product of effective time-matched-task forecast, proper time allocation coupled with planning your subject topic effectively and organizing and implementing your work (teaching-learning) schedule within a time-frame effectively. To manage teaching-learning time effectively is to have done your work-plan well ahead of teaching-learning time, do mock practice, master the subject matter, distribute the components of the subject well and assign to each task and an appropriate time schedule for its execution. This entails systematic planning, practice and mastery of the subject matter so that you know exactly what amount of time can be allocated to each step and each item that makes for effective classroom interaction. In conclusion, it should be noted that there cannot be effective teaching-learning time management without effective planning, budgeting, organizing and implementation as well as practices to ensure that plans are executable and are appropriately executed.

Recommendations

Arising from the findings, discussion and conclusion of this study the following recommendations are hereby made for consideration by the relevant authorities.

- The stakeholders in education should come to discuss and implement the strategy for effective teaching time management in the Nigerian schools.
- All proprietors (government and private individuals) should review the conditions of service for teachers, professionalise teaching to give impetus to review their attitude to work and thus make them devote more time to their teaching work.
- Teachers and indeed all Nigerians must be reoriented in value system so that money will not take premium over commitment though their remuneration needs to be reviewed and enhanced.
- Attendance at social functions must be reduced to the barest minimum by the teachers and every Nigerian citizen, to create more time for planning and implementing work tasks efficiently and effectively, which is what time management and thus increase learning in the Nigerian school system.

- Time management experts should be employed and/or contracted to mount training programmes on time management for teachers nationwide.
- The various syllabi be reviewed so as to make their contents match the available for effective teaching and learning interaction in the Nigerian school system.

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