



Teachers' Time Organising and Time Controlling as Correlates of Secondary School Students' Academic Outcomes in Jalingo Education Zone, Taraba State

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Abstract

This study investigated teachers' time organising and time controlling as correlates of secondary school students' academic outcomes in the Jalingo Education Zone, Taraba State. Specifically, the study determined the extent to which teachers' time organising relates to students' academic outcomes and the extent to which teachers' time controlling relates to students' academic outcomes in secondary schools in the Jalingo Education Zone, Taraba State. Two research questions were answered, while two null hypotheses were tested at the 0.05 level of significance. A correlational survey research design was adopted for the study. The study was conducted in public secondary schools in the Jalingo Education Zone of Taraba State. The population of the study comprised 1,835 teachers, from which a sample of 308 teachers was selected through a multistage sampling procedure. Data were collected using the Teachers' Time Management Questionnaire (TTMQ) and Students' Academic Outcome Proforma (SAOP). The instruments were validated by experts, while reliability coefficients were obtained before the administration of the instruments. Data collected were analysed using mean and standard deviation to answer the research questions, while simple regression analysis was used to test the null hypotheses at the 0.05 level of significance. The findings revealed that teachers' time organising was practiced to a high extent, with an overall mean rating indicating effective organisation of teaching and academic activities. Similarly, teachers' time controlling was practiced to a high extent, with a grand mean of 3.25, indicating that teachers demonstrated a high level of control over interruptions, procrastination, unplanned activities, and other time-consuming activities. The study concluded that teachers' time organising and time controlling are important aspects of teachers' time management that relate to secondary school students' academic outcomes. It was recommended that school administrators and relevant education authorities should provide continuous professional development programmes for teachers on effective time organising and time controlling practices to enhance students' academic outcomes.



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INTRODUCTION

Students' academic outcomes constitute an important indicator of the effectiveness of secondary education because they reflect the extent to which learners attain expected educational objectives [1]–[3]. At the secondary school level, academic outcomes are influenced by several interacting factors, including students' characteristics, instructional resources, school environment, teaching methods, teacher competence and the management of instructional time. Among these factors, teachers' management of time is particularly important because classroom instruction occurs within a fixed school timetable, and time lost during instruction cannot easily be recovered [4]–[7].

Teachers perform several responsibilities within the school system, including lesson preparation, classroom instruction, assessment, marking of students' work, record keeping, classroom management, meetings and participation in co-curricular activities. The competing nature of these responsibilities requires teachers to organise and control their available time effectively. Time organising involves arranging instructional and professional activities according to their priorities, deadlines and available periods, while time controlling involves monitoring the use of time, minimizing interruptions, avoiding procrastination and ensuring that planned activities are completed within the allotted period. Effective management of these dimensions may create more opportunities for meaningful classroom interaction and student learning.

Previous studies have established the importance of time management in educational settings. Ayeni, for example, reported a significant relationship between instructional time management and students' academic performance in secondary schools in Ondo State, Nigeria [8]. Similarly, Inegbedion et al. found that teachers' time utilisation was relevant to students' participation in school certificate examinations [9]. More recent studies have continued to indicate that effective planning and management of time are associated with improved educational processes. Onuorah and Agogbua reported that teachers' time planning was relevant to improving students' academic performance in public secondary schools in Anambra State [10]. Jaiyeoba and Hazzan also demonstrated the importance of teacher utilisation in explaining students' academic achievement in public senior secondary schools in Southwestern Nigeria [11].

Teachers' time organising is particularly important because teaching involves a sequence of activities that must be completed within specific periods. A teacher needs to determine the activities that require immediate attention, allocate appropriate periods to different instructional tasks and establish realistic deadlines for their completion. Poor organisation may result in excessive time being devoted to routine or less important activities, leaving inadequate time for lesson presentation, classroom exercises, assessment and feedback. Conversely, systematic organisation of instructional activities may promote orderly classroom interaction and enhance the effective use of available teaching periods.

Empirical evidence supports the relevance of organising time to educational outcomes. Fundia et al. reported that teachers' time management and lesson attendance were positively associated with students' academic achievement in public secondary schools in West Pokot County, Kenya [12]. Similarly, Burgess et al. found that the way teachers allocated classroom time to different instructional activities was associated with student achievement [5]. Although these studies did not examine time organising in exactly the same form as the present study, their findings suggest that the systematic arrangement and allocation of instructional time can influence students' learning opportunities.

Time controlling represents another important dimension of teachers' time management. It involves monitoring how available time is spent and taking measures to prevent unnecessary loss of instructional time. Teachers who control their time effectively may be better positioned to prevent avoidable interruptions, minimize procrastination, maintain appropriate lesson pacing and complete planned instructional activities. Conversely, inadequate control of time may result in delayed lesson commencement, interruptions, incomplete instructional activities and insufficient opportunities for assessment and feedback.

The importance of time control is also reflected in studies of educational management. Ayeni and Akinfolarin reported that coordinating and controlling strategies were associated with effective teaching and quality learning outcomes in secondary schools in Ondo State, Nigeria [13]. Although their study focused on principals' management strategies rather than teachers' time controlling specifically, the finding indicates that effective control and coordination of educational activities can contribute to desirable instructional outcomes. Similarly, Orji et al. found that time-planning, priority-setting and work-scheduling practices significantly influenced teachers' job performance in private secondary schools in Kaduna State [14]. This suggests that the ability of teachers to regulate and manage available working time has implications for the effective performance of professional responsibilities.

The issue is relevant to the Nigerian secondary school system because teachers are expected to accomplish extensive instructional and administrative responsibilities within limited school hours. Excessive workload, interruptions and competing school activities can place pressure on the time available for classroom instruction. Ogundare et al., for instance, reported a strong negative relationship between teachers' workload and students' academic performance in senior secondary schools in Kwara State [15]. The finding suggests that when teachers are confronted with excessive responsibilities, the amount of time and attention devoted to students' learning may be affected.

The concern is also relevant to Taraba State and particularly the Jalingo Education Zone, where secondary schools serve a large population of learners. Existing studies in the zone have examined different school and teacher-related factors associated with students' academic outcomes. However, limited empirical attention has been directed specifically towards the relationship between teachers' time organising, teachers' time controlling and students' academic outcomes. Findings obtained from studies conducted in other states or countries may not adequately represent the educational conditions of Jalingo Education Zone because differences may exist in school administration, teacher workload, classroom conditions, availability of instructional resources and student characteristics.

The gap in the literature therefore provides justification for examining teachers' time organising and time controlling in relation to students' academic outcomes in the Jalingo Education Zone. Understanding these relationships may provide useful information to teachers, school administrators and educational authorities concerning how instructional time can be systematically arranged and monitored to support effective teaching and learning. Against this background, the study examined the relationship between teachers' time organising, teachers' time controlling and secondary school students' academic outcomes in the Jalingo Education Zone, Taraba State.

Purpose of the Study

The main purpose of the study is to investigate the relationship between teachers' time management

and secondary school students' academic outcomes in secondary schools in the Jalingo Education Zone, Taraba State.

Specifically, the study seeks to:

1. Determine the extent to which teachers' time organising relates to secondary school students' academic outcomes in secondary schools in the Jalingo Education Zone, Taraba State.
2. Determine the extent to which teachers' time controlling relates to secondary school students' academic outcomes in secondary schools in the Jalingo Education Zone, Taraba State.

Research Questions

1. To what extent does teachers' time organising relate to secondary school students' academic outcomes in secondary schools in the Jalingo Education Zone, Taraba State?
2. To what extent does teachers' time controlling relate to secondary school students' academic outcomes in secondary schools in the Jalingo Education Zone, Taraba State?

Research Hypotheses

H₀₁: Teachers' time organising does not significantly relate to secondary school students' academic outcomes in secondary schools in the Jalingo Education Zone, Taraba State.

H₀₂: Teachers' time controlling does not significantly relate to secondary school students' academic outcomes in secondary schools in the Jalingo Education Zone, Taraba State.

METHODOLOGY

The study adopted a correlational survey research design. The design was considered appropriate because the study examined the relationships between teachers' time organising, teachers' time controlling and secondary school students' academic outcomes without manipulating the variables.

The study was conducted in Jalingo and Ardo-Kola Local Government Areas of the Jalingo Education Zone, Taraba State. The population comprised 1,835 teachers from 44 public secondary schools, consisting of 358 teachers from Ardo-Kola and 1,477 teachers from Jalingo Local Government Areas. A sample of 317 teachers was determined using the Krejcie and Morgan sample size table. A multistage sampling procedure involving proportionate and simple random sampling techniques was used to select the respondents. Of the 317 questionnaires administered, 308 were correctly completed and retrieved, representing a 97.2% response rate.

Data were collected using a researcher-developed Teachers' Time Management Questionnaire (TTMQ) and a Students' Academic Outcome Proforma (SAOP). For the present study, the TTMQ focused on two dimensions: time organising and time controlling. Each dimension contained eight items. Responses were obtained using a four-point scale ranging from Very High Extent (4) to Low Extent (1). Students' academic outcomes were obtained from official school academic records using the SAOP.

The instruments were subjected to face and content validation by experts in Measurement and Evaluation and Educational Administration and Planning. A pilot test involving 50 teachers from schools outside the study area was conducted to establish reliability. Cronbach's alpha coefficients of 0.87 and 0.70 were obtained, indicating acceptable internal consistency.

Data were analysed using mean, standard deviation and simple linear regression. Mean scores were

interpreted using the criterion mean of 2.50, with 1.00–1.49 representing Very Low Extent, 1.50–2.49 Low Extent, 2.50–3.49 High Extent and 3.50–4.00 Very High Extent. Simple linear regression was used to test the two null hypotheses at the 0.05 level of significance. The null hypothesis was rejected where the p-value was less than 0.05.

RESULTS

Research Question 1

To what extent does teachers' time organising relate to secondary school students' academic outcomes in secondary schools in the Jalingo Education Zone, Taraba State?

Answering the Research Question

Research Question one

To what extent does teachers' time organizing relate to secondary school students' academic outcomes in secondary schools in the Jalingo Education Zone, Taraba State?

Table 1. Mean Ratings and Standard Deviations of Respondents on Teachers' Time Organizing and Students' Academic Outcome

S/N	Items	N	Mean	SD	Decision
1	Instructional time is taken into cognizance in setting goals.	308	3.25	0.71	HE
2	Prioritizing of instructional goals is carried out always.	308	3.20	0.84	HE
3	Deadline is set for task completion.	308	3.21	0.74	HE
4	When tasks are organized, students are likely to engage more deeply and master subjects more thoroughly.	308	3.19	0.84	HE
5	When time is well managed, the focus is on performance and task accomplishment.	308	3.23	0.71	HE
6	I feel better when my time is well organized.	308	3.27	0.80	HE
7	I prepare daily or weekly to-do lists.	308	3.20	0.84	HE
8	Students are not allowed to disturb the class, which makes lessons more effective.	308	3.22	0.73	HE
Grand Mean			3.22	0.78	HE

Source: Field Survey (2025)

Decision Rule: 1.00–1.49 = Very Low Extent (VLE); 1.50–2.49 = Low Extent (LE); 2.50–3.49 = High Extent (HE); 3.50–4.00 = Very High Extent (VHE).

Table presents the mean ratings and standard deviations of 308 respondents on teachers' time organizing and students' academic outcomes. The results show that all the eight items recorded mean scores above the criterion mean of 2.50, indicating a high extent of teachers' time organizing practices.

Specifically, item 1, "Instructional time is taken into cognizance in setting goals," recorded a mean of 3.25 and standard deviation of 0.71, indicating a high extent of agreement among respondents. Item 2, "Prioritizing of instructional goals is carried out always," had a mean of 3.20 and standard deviation of 0.84,

also indicating a high extent. Similarly, item 3, “Deadline is set for task completion,” recorded a mean of 3.21 and standard deviation of 0.74, showing that setting deadlines for task completion was highly practised.

Item 4, which states that “When tasks are organized, students are likely to engage more deeply and master subjects more thoroughly,” obtained a mean of 3.19 and standard deviation of 0.84. Item 5 recorded a mean of 3.23 and standard deviation of 0.71, indicating that respondents highly agreed that effective time management enhances focus on performance and task accomplishment. Item 6 had the highest mean score of 3.27 with a standard deviation of 0.80, suggesting a high level of agreement that respondents feel better when their time is well organized.

Furthermore, item 7, “I prepare daily or weekly to-do lists,” recorded a mean of 3.20 and standard deviation of 0.84, while item 8, concerning limiting classroom disturbances to make lessons more effective, recorded a mean of 3.22 and standard deviation of 0.73. Both items were interpreted as high extent.

The grand mean of 3.22 with a standard deviation of 0.78 indicates that, overall, respondents rated teachers’ time organizing at a high extent (HE). Since the grand mean is above the criterion mean of 2.50, the result suggests that teachers generally organize instructional time effectively through goal setting, prioritization of instructional activities, setting deadlines, preparing task lists, and controlling classroom interruptions. The relatively low standard deviation also indicates that the responses were reasonably close to the respective mean ratings.

Research Question Two

To what extent does teachers’ time controlling relate to perceived secondary school students’ academic outcomes in the Jalingo Education Zone, Taraba State?

Table 2. Mean Ratings and Standard Deviations of Respondents on Teachers’ Time Controlling and Perceived Students’ Academic Outcome

S/N	Items	N	Mean	SD	Decision
9	Time is set aside for activities on each day of the week.	308	3.23	0.72	HE
10	Unplanned tasks are not accommodated.	308	3.28	0.80	HE
11	I prevent interruptions from distracting me from teaching and other activities.	308	3.20	0.84	HE
12	Most relevant academic work is carried out during my most energetic time.	308	3.24	0.70	HE
13	Procrastination is not allowed during the term.	308	3.38	2.62	HE
14	I judge myself by my accomplishments and not by the amount of activity.	308	3.26	0.81	HE
15	I have discontinued any wasteful activity.	308	3.22	0.87	HE
16	I screen my telephone calls to allow for control over telephone interruptions.	308	3.20	0.84	HE
Grand Mean			3.25	1.02	HE

Source: Field Survey (2025)

Decision Rule: 1.00–1.49 = Very Low Extent (VLE); 1.50–2.49 = Low Extent (LE); 2.50–3.49 = High Extent (HE);

3.50–4.00 = Very High Extent (VHE).

Table 2 presents the mean ratings and standard deviations of 308 respondents on teachers' time controlling and perceived students' academic outcome. The results indicate that all the eight items recorded mean ratings above the criterion mean of 2.50 and were therefore rated High Extent (HE).

Specifically, the respondents rated the statement "Time is set aside for activities on each day of the week" with a mean of 3.23 and standard deviation of 0.72, indicating a high extent to which teachers allocate specific time for daily activities. Similarly, "Unplanned tasks are not accommodated" recorded a mean of 3.28 and standard deviation of 0.80, showing that respondents perceived teachers as having a high level of control over unexpected tasks that could interfere with their planned activities.

The item "I prevent interruptions from distracting me from teaching and other activities" had a mean of 3.20 and standard deviation of 0.84, indicating a high extent of teachers' ability to minimize interruptions during teaching and other academic activities. "Most relevant academic work is carried out during my most energetic time" recorded a mean of 3.24 and standard deviation of 0.70, suggesting that teachers make considerable efforts to undertake important academic activities during periods when they are most productive.

The highest mean rating was recorded for "Procrastination is not allowed during the term," with a mean of 3.38 and standard deviation of 2.62. This indicates a high extent of teachers' efforts to avoid procrastination. However, the standard deviation of 2.62 appears unusually high compared with the other standard deviations and should be checked against the original data for possible typographical or calculation error.

The statement "I judge myself by my accomplishments and not by the amount of activity" had a mean of 3.26 and standard deviation of 0.81, indicating a high extent of teachers' emphasis on achievement rather than merely being occupied with activities. "I have discontinued any wasteful activity" recorded a mean of 3.22 and standard deviation of 0.87, showing that respondents perceived a high level of effort toward eliminating activities that unnecessarily consume time. Finally, "I screen my telephone calls to allow for control over telephone interruptions" recorded a mean of 3.20 and standard deviation of 0.84, indicating a high extent of control over telephone-related interruptions. Overall, the grand mean of 3.25 with a standard deviation of 1.02 indicates that respondents rated teachers' time-controlling practices at a high extent. This suggests that teachers generally demonstrate effective control over their time through scheduling daily activities, minimizing interruptions, reducing procrastination, prioritizing important academic activities, and eliminating wasteful activities.

Test of Hypotheses

The null hypotheses formulated for the study were tested at the 0.05 level of significance using simple linear regression analysis.

H₀₁: Teachers' time organizing does not significantly relate with secondary school students' academic outcome.

Table 3. Relationship between Teachers' Time Organizing and Secondary School Students' Academic Outcome

Variable	N	R	R ²	β	F	Sig. (p)	Decision
Teachers' Time Organizing and Students' Academic Outcome	308	.723	.523	.787	334.891	.000	Reject H ₀₃

Source: Field Survey (2025)

Table 3 presents the summary of the test of Hypothesis Three, which examined the relationship between teachers' time organizing and secondary school students' academic outcomes in the Jalingo Education Zone, Taraba State. The findings revealed a strong positive relationship between teachers' time organizing and students' academic outcomes, as indicated by an R-value of .723 and a standardized beta coefficient (β) of .787. The coefficient of determination ($R^2 = .523$) indicates that teachers' time organizing explained 52.3% of the variation in students' academic outcomes, while the remaining 47.7% was explained by other factors outside the study. The regression analysis produced an F-value of 334.891 with a corresponding p-value of .000.

Since the p-value of .000 is less than the 0.05 level of significance, the null hypothesis was rejected. This implies that teachers' time organizing has a statistically significant positive relationship with secondary school students' academic outcomes in the Jalingo Education Zone, Taraba State. Therefore, effective organization of instructional time and academic activities is significantly associated with improved students' academic outcomes.

H₀₂: Teachers' time controlling does not significantly relate with secondary school students' academic outcome.

Table 4. Relationship between Teachers' Time Controlling and Secondary School Students' Academic Outcome

Variable	N	R	R ²	β	F	Sig. (p)	Decision
Teachers' Time Controlling and Students' Academic Outcome	308	.189	.036	.201	11.347	.001	Reject H ₀₄

Source: Field Survey (2025)

Table 4 presents the summary of the test of Hypothesis Four, which examined the relationship between teachers' time controlling and secondary school students' academic outcomes in the Jalingo Education Zone, Taraba State. The findings revealed a weak positive relationship between teachers' time controlling and students' academic outcomes, as indicated by an R-value of .189 and a standardized beta coefficient (β) of .201.

The coefficient of determination ($R^2 = .036$) indicates that teachers' time controlling explained 3.6% of the variation in students' academic outcomes, while the remaining 96.4% was explained by other factors

outside the study. The regression analysis produced an F-value of 11.347 with a corresponding p-value of .001.

Since the p-value of .001 is less than the 0.05 level of significance, the null hypothesis was rejected. This implies that teachers' time controlling has a statistically significant positive relationship with secondary school students' academic outcomes in the Jalingo Education Zone, Taraba State. Therefore, effective control of teachers' instructional time and reduction of interruptions, procrastination and other time-wasting activities are significantly associated with students' academic outcomes.

Summary of the Results

The study examined the relationship between teachers' time management and secondary school students' academic outcomes in the Jalingo Education Zone, Taraba State. The findings were summarized in line with the five research questions and the corresponding hypotheses tested at the 0.05 level of significance. Based on the analysis and interpretation of the data, the following findings were made:

1. The findings revealed that teachers' time organizing related to students' academic outcome to a high extent, with a grand mean of 3.22. The regression analysis showed a strong positive relationship between teachers' time organizing and students' academic outcome ($R = .723$), with time organizing explaining 52.3% of the variance in students' academic outcome ($R^2 = .523$). The relationship was statistically significant, $F = 334.891$, $p < .001$. Therefore, the null hypothesis was rejected. This indicates that effective organization of instructional time, academic activities, tasks and classroom activities was significantly associated with improved students' academic outcomes.
2. The findings revealed that teachers' time controlling related to students' academic outcome to a high extent, with a grand mean of 3.25. The regression analysis showed a weak positive relationship between teachers' time controlling and students' academic outcome ($R = .189$), with time controlling explaining 3.6% of the variance in students' academic outcome ($R^2 = .036$). The relationship was statistically significant, $F = 11.347$, $p = .001$. Therefore, the null hypothesis was rejected. This implies that effective control of teachers' time, including the reduction of interruptions, procrastination and time-wasting activities, was significantly associated with students' academic outcomes.

DISCUSSION

The study found a strong positive and statistically significant relationship between teachers' time organising and secondary school students' academic outcomes in the Jalingo Education Zone. The result suggests that teachers who systematically organise instructional activities, establish priorities, set deadlines and arrange classroom responsibilities may provide students with more structured opportunities for learning. The finding is particularly important because effective organisation enables teachers to distribute available instructional time among lesson presentation, classroom interaction, practice, assessment and feedback. The finding is consistent with Fundia et al., who reported a positive relationship between teachers' time management, lesson attendance and students' academic achievement in public secondary schools in West Pokot County, Kenya [12]. The present finding also agrees with Burgess et al., who found that the allocation of classroom time to different instructional activities was associated with student achievement [5]. Similarly, Jaiyeoba and Hazzan reported that teacher utilisation was relevant to students' academic achievement in

public senior secondary schools in Southwestern Nigeria [11]. The agreement between these findings may be explained by the fact that systematic organisation of instructional time provides structure to classroom activities. When teachers determine priorities, allocate time appropriately and establish realistic deadlines, important instructional activities are less likely to be displaced by less essential activities. Organised instructional time may also facilitate better classroom interaction and provide students with adequate opportunities for practice and assessment. The finding has practical implications for secondary school administration in the Jalingo Education Zone. Teachers may benefit from developing realistic instructional schedules and organising lesson activities according to clearly defined priorities. School administrators may also provide professional development opportunities that strengthen teachers' skills in organising instructional time.

The study also found a weak positive but statistically significant relationship between teachers' time controlling and secondary school students' academic outcomes. The finding indicates that although the relationship was statistically significant, time controlling accounted for a relatively small proportion of the variation in students' academic outcomes. This suggests that controlling interruptions, reducing procrastination, eliminating time-wasting activities and monitoring the use of instructional periods may contribute to students' academic outcomes, but other factors also account for substantial differences in students' outcomes. The finding agrees with Ayeni and Akinfolarin, who reported that coordinating and controlling strategies were associated with effective teaching and quality learning outcomes in secondary schools in Ondo State [13]. It is also broadly consistent with Orji et al., who found that time-planning, priority-setting and work-scheduling practices significantly influenced teachers' job performance [14]. Although these studies examined related but not identical constructs, they provide evidence that the regulation and management of time can influence the effectiveness of educational activities. The relatively weak relationship observed in the present study may indicate that controlling time is only one component of the broader teaching and learning process. Students' academic outcomes may also be influenced by instructional methods, teacher competence, availability of learning resources, students' motivation, school climate, parental support and other contextual factors. Thus, while teachers' time controlling is statistically related to academic outcomes, it should be considered alongside other factors affecting student learning.

CONCLUSION

The study examined the relationships between teachers' time organising, teachers' time controlling and secondary school students' academic outcomes in the Jalingo Education Zone, Taraba State. The findings showed that teachers' time organising was practiced to a high extent and had a strong, positive and statistically significant relationship with students' academic outcomes. Teachers' time controlling was also practiced to a high extent and had a weak, positive and statistically significant relationship with students' academic outcomes. The findings therefore indicate that the systematic organisation and effective control of teachers' available time are relevant to students' academic outcomes. However, the different magnitudes of the relationships suggest that teachers' time organising and time controlling do not contribute equally to variations in students' academic outcomes. Other teacher-related, student-related and school-related factors may also influence students' academic outcomes.

Recommendations

Based on the findings, the following recommendations are made:

1. Teachers should organise instructional activities systematically by assigning appropriate periods to lesson presentation, classroom interaction, practice, assessment and feedback.
2. School administrators should encourage teachers to prepare realistic instructional schedules and establish priorities and deadlines for important academic activities.
3. Teachers should strengthen their control of instructional time by minimizing unnecessary interruptions, avoiding procrastination and reducing activities that do not directly contribute to teaching and learning.
4. School administrators should monitor the use of instructional periods and provide professional development programmes on practical strategies for organising and controlling teachers' time.
5. Educational authorities in Taraba State should support schools in creating conditions that enable teachers to devote adequate time to classroom instruction, assessment and feedback.

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