



Teachers' Time Management and Secondary School Students' Academic Outcomes in Jalingo Education Zone, Taraba State

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Article information	Abstract
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Teachers' Time Management, Time Utilization, Time Planning, Academic Outcomes, Secondary Schools	This study investigated the relationship between teachers' time management and secondary school students' academic outcomes in the Jalingo Education Zone, Taraba State. Specifically, the study examined the relationship between teachers' time utilization and students' academic outcomes, and the relationship between teachers' time planning and students' academic outcomes. Two research questions were answered, and 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 317 teachers was selected using 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 of 0.87 and 0.70 were obtained for the time utilization and time planning dimensions, respectively. Data collected were analysed using mean and standard deviation to answer the research questions, while Pearson Product Moment Correlation was used to test the null hypotheses at the 0.05 level of significance. The findings revealed that teachers' time utilization was practiced to a high extent, with a grand mean of 3.20, while teachers' time planning was also practiced to a high extent, with a grand mean of 3.27. The findings further revealed a positive but statistically non-significant relationship between teachers' time utilization and students' academic outcomes ($r = .098$, $p = .086$). Similarly, teachers' time planning had a positive but statistically non-significant relationship with students' academic outcomes ($r = .041$, $p = .469$). Consequently, the two null hypotheses were retained at the 0.05 level of significance. The study concluded that although teachers practiced time utilization and time planning to a high extent, neither dimension had a statistically significant relationship with students' academic outcomes in the study area. It was recommended that school administrators should encourage teachers to utilize instructional periods effectively and minimize time wastage, while teachers should develop realistic lesson plans, schemes of work, and instructional schedules to support effective teaching and learning.



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INTRODUCTION

Education is widely recognised as an important instrument for individual development, social transformation and national development [1]–[5]. At the secondary school level, effective teaching and learning are particularly important because students are expected to acquire the knowledge, skills, attitudes and competencies required for further education, employment and responsible participation in society. One important indicator of the effectiveness of the educational process is students' academic outcome. Academic outcome reflects the extent to which students attain expected learning objectives through classroom instruction, assignments, assessment and examinations. However, students' academic outcomes are influenced by several school-related and teacher-related factors, including teacher competence, instructional methods, availability of learning resources, classroom conditions, workload and effective utilisation of instructional time.

Time is one of the important resources available to teachers in the teaching-learning process. Unlike material resources, instructional time that is lost cannot easily be recovered. Teachers are expected to divide their available time among lesson preparation, classroom teaching, assessment, marking students' work, record keeping, classroom management, meetings and other school responsibilities. Consequently, the way teachers utilise and plan their available time may influence the amount and quality of instructional activities provided to students. Effective instructional time management has been associated with teachers' instructional task performance and students' academic performance in secondary schools [6].

Teachers' time utilization refers to the manner in which teachers make use of the time available for instructional and professional activities. Effective time utilization involves making appropriate use of available teaching periods, reducing unnecessary delays and ensuring that sufficient time is devoted to important classroom activities. When teachers utilise instructional time appropriately, they may have sufficient opportunity to present lessons, engage students in learning activities, conduct assessment and provide feedback. On the other hand, ineffective utilisation of instructional time may result in inadequate lesson coverage, reduced classroom interaction and insufficient opportunities for students to participate actively in learning.

Empirical evidence has continued to demonstrate the importance of teachers' use of time in the teaching-learning process. Ayeni, for instance, reported a significant relationship between instructional time management and students' academic performance in secondary schools in Ondo State [6]. Similarly, Inegbedion et al. examined teachers' time utilisation and students' enrolment in school certificate examinations and highlighted the importance of effective utilisation of teachers' time for school outcomes [7]. These findings suggest that the manner in which teachers use available instructional periods may have implications for students' academic outcomes.

Teachers' time planning is another important aspect of effective time management. Time planning involves determining in advance the activities to be undertaken, setting priorities, allocating time to different tasks and arranging activities according to their importance and expected duration. In the school setting, teachers are required to plan lesson activities, determine instructional priorities, schedule classroom tasks, prepare teaching materials and allocate adequate time for assessment and feedback. Effective time planning can help teachers to minimise time wastage and ensure that important instructional activities are completed

within the available school timetable.

The importance of time planning is supported by empirical evidence. Omuorah and Agogbua, for example, examined teachers' time planning as a strategy for improving students' academic performance in public secondary schools in Anambra State and reported the importance of systematic planning of teachers' activities for effective teaching and learning [8]. Similarly, Ilavbare found a relationship between time planning and scheduling practices and effective instructional supervision in public secondary schools in Delta State [9]. Although the latter study focused on instructional supervision, its findings demonstrate that systematic planning and scheduling of school activities can support the effective coordination of instructional responsibilities.

Teachers' workload further makes time utilization and time planning important issues in secondary schools. Teachers work within a fixed school timetable while performing several academic and administrative responsibilities. Ogundare et al., in a study of teachers' workload and students' academic performance in senior secondary schools in Kwara State, reported a strong negative relationship between teachers' workload and students' academic performance [10]. The researchers recommended adequate teacher deployment to reduce excessive workload and improve the teaching-learning process. This finding is relevant to the present study because teachers who have several responsibilities may need to utilise their available time effectively and plan their instructional activities carefully.

The issue of teachers' time management is also relevant within the wider Nigerian educational system. The Federal Ministry of Education's 2024 Annual School Census reported a large number of learners and teachers in the Nigerian school system. The scale of the education system places considerable demands on teachers, who are expected to complete prescribed curricula and perform various instructional and administrative duties within a limited academic calendar. Under such conditions, effective utilisation and planning of teachers' time become important considerations in maintaining effective teaching and learning.

Students' academic outcomes remain a major concern in secondary education because poor academic outcomes may affect students' progression to higher education and their acquisition of competencies needed for future employment and responsible participation in society. Studies conducted in Taraba State have continued to examine different teacher-related and school-related factors associated with students' academic performance. For instance, Odaudu et al. investigated school plant and students' academic performance in Jalingo Education Zone [11]. Such studies demonstrate the continuing concern about students' academic outcomes within the zone.

The issue is particularly relevant to Jalingo Education Zone, where secondary school teachers perform several instructional and professional responsibilities within limited school hours. Teachers are expected to prepare lessons, teach prescribed subjects, conduct classroom exercises, assess students, mark assignments, maintain records and participate in other school activities. If available time is not appropriately utilised or adequately planned, some instructional activities may not receive sufficient attention. Conversely, appropriate utilisation and planning of time may provide teachers with opportunities to organise their instructional activities systematically and support students' participation in learning.

Although previous studies have examined teachers' time management and students' academic performance in different parts of Nigeria, the findings cannot automatically be generalised to Jalingo

Education Zone because school conditions, teacher workload, administrative practices and student characteristics may differ across locations. Furthermore, many previous studies have examined time management generally, while the present study focuses specifically on two dimensions: teachers' time utilization and teachers' time planning.

Therefore, the present study seeks to examine the relationship between teachers' time utilization and students' academic outcomes and the relationship between teachers' time planning and students' academic outcomes in secondary schools in the Jalingo Education Zone, Taraba State. The study is expected to provide empirical evidence on whether the way teachers use and plan their available instructional time is related to students' academic outcomes in the study area.

Statement of the Problem

Students' academic outcomes are an important indicator of the effectiveness of teaching and learning in secondary schools. However, concerns about students' academic performance continue to attract the attention of teachers, school administrators, parents and educational authorities. Although several factors may contribute to students' academic outcomes, the effective management of instructional time remains an important teacher-related factor that requires attention.

Teachers operate within a fixed school timetable and are expected to perform several instructional and administrative responsibilities. These include lesson preparation, classroom teaching, assessment, marking of students' work, record keeping, classroom management, meetings and other school activities. When available instructional time is not properly utilised, valuable teaching periods may be lost to unnecessary activities, interruptions or delays. Such situations may reduce the time available for lesson delivery, classroom exercises, assessment and feedback, which may have implications for students' academic outcomes.

Similarly, inadequate time planning may make it difficult for teachers to arrange instructional activities according to priorities and available time. Where teachers do not adequately plan lessons and classroom activities, some important instructional tasks may be rushed, postponed or inadequately completed. Poor planning may also affect curriculum coverage, classroom participation and the provision of timely feedback to students. Effective time planning, on the other hand, may enable teachers to determine instructional priorities, schedule activities appropriately and allocate sufficient time to different aspects of teaching and learning.

In Taraba State, particularly in the Jalingo Education Zone, students' academic outcomes remain an important educational concern. Existing studies in the zone have examined factors such as school facilities, teacher-related issues and other educational conditions that may influence students' academic performance. However, there is limited empirical evidence specifically addressing the relationship between teachers' time utilization and time planning and secondary school students' academic outcomes in the Jalingo Education Zone.

The problem, therefore, is not merely whether teachers have sufficient time, but whether the available instructional time is properly utilised and planned to support effective teaching and learning. It is unclear whether differences in teachers' time utilization and time planning are significantly related to students' academic outcomes in secondary schools in the Jalingo Education Zone, Taraba State. This gap in knowledge provides the basis for the present study.

Purpose of the Study

The purpose of this study is to investigate the relationship between teachers' time management and secondary school students' academic outcomes in the Jalingo Education Zone, Taraba State.

Specifically, the study seeks to determine:

1. The relationship between teachers' time utilization and secondary school students' academic outcomes in the Jalingo Education Zone, Taraba State.
2. The relationship between teachers' time planning and secondary school students' academic outcomes in the Jalingo Education Zone, Taraba State.

Research Questions

The study is guided by the following research questions:

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

Hypotheses

The following null hypotheses are formulated and will be tested at the 0.05 level of significance:

- H₀1: Teachers' time utilization does not significantly relate to secondary school students' academic outcomes in the Jalingo Education Zone, Taraba State.
- H₀2: Teachers' time planning does not significantly relate to secondary school students' academic outcomes in the Jalingo Education Zone, Taraba State.

METHODOLOGY

Certainly, the section has been converted fully to past tense while retaining the proposal/thesis methodology style and the alignment with the two research questions and hypotheses.

Research Design

The study adopted a correlational survey research design. The design was considered appropriate because the study examined the relationship between teachers' time management and secondary school students' academic outcomes without manipulating any of the variables. Specifically, the study focused on two dimensions of teachers' time management, namely time utilization and time planning, and their relationship with students' academic outcomes in the Jalingo Education Zone, Taraba State.

The correlational survey design enabled the researcher to obtain information from teachers concerning their time utilization and time planning practices and relate the responses to students' academic outcomes obtained from available academic records. The design therefore provided an appropriate basis for determining the direction and strength of the relationships between the two dimensions of teachers' time management and students' academic outcomes.

Area of the Study

The study was conducted in the Jalingo Education Zone of Taraba State, Nigeria. The Education Zone covered Jalingo and Ardo-Kola Local Government Areas. Jalingo served as the capital of Taraba State and an important administrative, commercial and educational centre, while Ardo-Kola was located within the same

educational and administrative environment.

The area had a number of public secondary schools attended by students from different social, cultural and economic backgrounds. Teachers in the schools were responsible for classroom instruction, lesson preparation, assessment, marking of students' work, record keeping, meetings and other school-related responsibilities. These activities required effective utilization and planning of available instructional time. The area was considered suitable for the study because the demands placed on teachers' time could have implications for the academic outcomes of secondary school students.

Population of the Study

The population of the study comprised 1,835 teachers in 44 public secondary schools in Jalingo and Ardo-Kola Local Government Areas of the Jalingo Education Zone, Taraba State. The population consisted of 1,477 teachers in Jalingo Local Government Area and 358 teachers in Ardo-Kola Local Government Area.

The population figure was obtained from the relevant records of the Taraba State Post Primary Schools Management Board. The teachers constituted the respondents because they were directly involved in planning and utilizing instructional time in the schools. Their responses provided the data required to determine the extent to which teachers' time utilization and time planning related to students' academic outcomes.

Sample and Sampling Technique

A sample of 317 teachers was selected from the population of 1,835 teachers. The sample size was determined using the Krejcie and Morgan sample size table. A multistage sampling technique was used to select the respondents.

At the first stage, proportionate sampling was used to allocate the sample to the two Local Government Areas according to their teacher population. Based on the population distribution, 62 teachers were selected from Ardo-Kola Local Government Area, while 255 teachers were selected from Jalingo Local Government Area.

At the second stage, simple random sampling was used to select public secondary schools from the two Local Government Areas. At the third stage, proportionate sampling was used to determine the number of teachers selected from each sampled school. Finally, simple random sampling using the balloting method was employed to select individual teachers who participated in the study. This procedure gave teachers within the sampling frame an appropriate opportunity of being selected.

Instruments for Data Collection

Two instruments were used for data collection. They comprised the Teachers' Time Management Questionnaire (TTMQ) and the Students' Academic Outcome Proforma (SAOP).

Teachers' Time Management Questionnaire (TTMQ)

The Teachers' Time Management Questionnaire (TTMQ) was a researcher-developed instrument designed to obtain information on teachers' time utilization and time planning. The questionnaire consisted of two sections.

Section A contained items relating to the demographic characteristics of the respondents, while Section B contained 20 substantive items divided into two clusters. Cluster A contained 10 items on teachers' time utilization, while Cluster B contained 10 items on teachers' time planning.

The items were structured on a four-point rating scale of Very High Extent (VHE), High Extent (HE), Moderate Extent (ME) and Low Extent (LE), weighted 4, 3, 2 and 1 respectively. The instrument enabled the researcher to determine the extent to which teachers utilized and planned their available time for teaching and other school-related activities.

Students' Academic Outcome Proforma (SAOP)

The Students' Academic Outcome Proforma (SAOP) was used to obtain students' academic outcome data from official school records. The proforma was used to record relevant academic performance information of students whose teachers participated in the study. Where applicable, students' academic outcomes were obtained from official West African Senior School Certificate Examination records for the relevant academic years covered by the study.

Validity of the Instruments

The instruments were subjected to face and content validation. The draft copies of the Teachers' Time Management Questionnaire and Students' Academic Outcome Proforma were presented to the researcher's supervisor and three experts in Taraba State University. One of the experts was from Measurement and Evaluation, while two were from Educational Administration and Planning.

The experts examined the instruments in terms of the relevance, clarity, adequacy and appropriateness of the items in relation to the objectives and research questions of the study. Their observations and suggestions were used to modify the instruments before the final administration.

Reliability of the Instruments

A pilot test was conducted using 50 teachers from Zing Education Zone, Taraba State, who did not form part of the population for the main study. The purpose of the pilot test was to determine the internal consistency of the items in the Teachers' Time Management Questionnaire.

Cronbach's alpha reliability method was used to determine the reliability coefficients of the two clusters. The time utilization cluster obtained a reliability coefficient of 0.87, while the time planning cluster obtained a reliability coefficient of 0.70. The coefficients were considered adequate for the study because they met the generally accepted minimum level of 0.70 for research instruments.

Method of Data Collection

The researcher obtained an introductory letter from the Department of Educational Administration and Planning, Taraba State University, Jalingo, which was presented to the principals of the selected public secondary schools. The researcher explained the purpose of the study to the school authorities and respondents.

Research assistants were trained on the administration and retrieval of the questionnaire. The Teachers' Time Management Questionnaire was administered directly to the selected teachers and retrieved after completion. The Students' Academic Outcome Proforma was completed using relevant academic records made available by the schools. The researcher and research assistants checked the returned instruments to ensure that they were properly completed before coding and analysis.

Method of Data Analysis

The data collected were coded and analysed using the Statistical Package for the Social Sciences (SPSS). Mean and standard deviation were used to answer Research Questions One and Two. The decision rule for

interpreting the mean responses was based on the four-point scale as presented below.

Mean Range Decision

1.00–1.49	Very Low Extent
1.50–2.49	Low Extent
2.50–3.49	High Extent
3.50–4.00	Very High Extent

Pearson Product Moment Correlation (PPMC) was used to test Hypotheses One and Two at the 0.05 level of significance. The null hypotheses were retained where the probability value was greater than 0.05 and rejected where the probability value was less than or equal to 0.05.

RESULTS

Return Rate of the Instruments

A total of 317 copies of the Teachers' Time Management Questionnaire were administered to the selected teachers. Of this number, 308 copies were properly completed and retrieved, representing 97.2% of the questionnaires administered, while 9 copies, representing 2.8%, were not retrieved. The 308 properly completed copies were therefore used for the analysis.

Research Question One

What is the extent of relationship between teachers' time utilization and secondary school students' academic outcomes in the Jalingo Education Zone, Taraba State?

Table 1. Mean and Standard Deviation of Teachers' Time Utilization

S/N	Items on Time Utilization	N	Mean	SD	Decision
1	Appropriate use of time enhances students participation in class activities	308	3.26	0.81	HE
2	Proper time use ensure students get their assignment done on time	308	3.20	0.84	HE
3	Effective use of time in class activities helps student and teachers to accomplish what need to be done	308	3.20	0.75	HE
4	Students are given time to do independent and group work	308	3.18	0.85	HE
5	Maximizing the use of time is required for students' academic performance	308	3.30	1.29	HE
6	I spend time on work related activities more than leisure	308	3.14	0.91	HE
7	Teachers effective use of time ensures completion of task and lessons	308	3.19	0.77	HE
8	I encourage collaboration to maximize time used in class activities	308	3.22	0.84	HE
	Grand Mean	308	3.20	0.88	HE

The results in Table 1 show that the mean scores for teachers' time utilization ranged from 3.14 to 3.30. All the items recorded mean scores within the high extent range of 2.50–3.49. Item 5 recorded the highest mean score of 3.30 with a standard deviation of 1.29, while Item 6 recorded the lowest mean score of 3.14 with a standard deviation of 0.91. The grand mean of 3.20 indicates that teachers reported a high extent of time

utilization in the sampled public secondary schools.

Research Question Two

What is the extent of relationship between teachers' time planning and secondary school students' academic outcomes in the Jalingo Education Zone, Taraba State?

Table 2. Mean and Standard Deviation of Teachers' Time Planning

S/N	Items on Time Planning	N	Mean	SD	Decision
9	Time management makes me to do things in order of Priorities	308	3.22	0.70	HE
10	I am able to meet deadlines without rushing to finish assigned task at the last minutes	308	3.33	0.76	HE
11	Different activities are scheduled within the class time for efficient lesson delivery	308	3.23	0.86	HE
12	Goals are set at the beginning of the term in my school	308	3.39	2.37	HE
13	List of things to be accomplished are made every day of the term	308	3.25	0.70	HE
14	Use of instructional materials is planned while activities are in sequence doing class.	308	3.32	0.76	HE
15	Proper planning of time allow for structure and security	308	3.23	0.84	HE
16	Scheduling of work ensures productivity and guarantee students work are efficiently carried out	308	3.24	0.71	HE
Grand Mean		308	3.27	0.96	HE

The results in Table 2 indicate that the mean scores for teachers' time planning ranged from 3.22 to 3.39. All the items recorded mean scores within the high extent range. Item 12 had the highest mean score of 3.39 with a standard deviation of 2.37, while Item 9 recorded the lowest mean score of 3.22 with a standard deviation of 0.70. The grand mean of 3.27 indicates that teachers reported a high extent of time planning in the sampled schools.

Test of Hypothesis One

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

Table 3. Pearson Product Moment Correlation between Teachers' Time Utilization and Students' Academic Outcomes

Variables	N	r	p-value	Decision
Time Utilization	308	0.098	0.086	Retain H ₀₁

The result in Table 3 indicates that teachers' time utilization had a very weak positive relationship with students' academic outcomes ($r = 0.098$). However, the relationship was not statistically significant at the 0.05 level because the p-value of 0.086 was greater than 0.05. Therefore, the null hypothesis was retained. This implies that teachers' time utilization did not have a statistically significant relationship with students' academic outcomes in the Jalingo Education Zone, Taraba State.

Test of Hypothesis Two

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

Table 4. Pearson Product Moment Correlation between Teachers' Time Planning and Students' Academic Outcomes

Variables	N	r	p-value	Decision
Time Planning	308	0.041	0.469	Retain H ₀₂

The result in Table 4 indicates that teachers' time planning had a very weak positive relationship with students' academic outcomes ($r = 0.041$). However, the relationship was not statistically significant at the 0.05 level because the p-value of 0.469 was greater than 0.05. Therefore, the null hypothesis was retained. This implies that teachers' time planning did not have a statistically significant relationship with students' academic outcomes in the Jalingo Education Zone, Taraba State.

Summary of Findings

Based on the analysis, the following findings were obtained:

1. Teachers' time utilization was reported to be at a high extent, with a grand mean of 3.20. However, teachers' time utilization had a very weak positive and statistically non-significant relationship with students' academic outcomes ($r = 0.098$, $p = 0.086$).
2. Teachers' time planning was reported to be at a high extent, with a grand mean of 3.27. However, teachers' time planning had a very weak positive and statistically non-significant relationship with students' academic outcomes ($r = 0.041$, $p = 0.469$).

The findings therefore indicate that although teachers reported high levels of time utilization and time planning, neither dimension showed a statistically significant relationship with students' academic outcomes in the study area.

DISCUSSION

The first finding revealed that teachers' time utilization had a positive but non-significant relationship with secondary school students' academic outcomes in the Jalingo Education Zone, Taraba State. This implies that although effective utilization of instructional time may be associated with better academic outcomes, time utilization alone may not significantly explain variations in students' academic outcomes. The finding differed from Jaiyeoba and Hazzan and Ayeni, who reported significant relationships involving teacher or instructional time management and students' academic achievement [6], [12]. However, it was consistent with Akpomi, Okiridu, and Chukwu, who found no significant statistical effect. The finding suggests that other factors, such as teaching methods, teacher competence, instructional materials, students' motivation, class size and school environment, may also influence students' academic outcomes [13].

The second finding showed that teachers' time planning had a positive but non-significant relationship with secondary school students' academic outcomes in the Jalingo Education Zone, Taraba State. This indicates that effective planning of instructional activities may support better academic outcomes, although

the relationship was not statistically significant. The finding was consistent with Mboko, Kithinji, and Mutunga, Nwogbo and Ilavbare, and Ilavbare, who emphasized the importance of planning and scheduling in effective instructional practices [9], [14], [15]. Effective time planning enables teachers to prioritize instructional activities, allocate appropriate time to lesson preparation and delivery, minimize time wastage and provide adequate opportunities for assessment and feedback.

CONCLUSION

Based on the findings, the study concluded that teachers' time utilization and time planning were positively related to secondary school students' academic outcomes in the Jalingo Education Zone, Taraba State, but the relationships were not statistically significant. This suggests that effective utilization and planning of teachers' time may contribute to favourable academic outcomes, but these factors alone may not be sufficient to produce significant changes in students' academic performance. Other factors, including teaching methods, teacher competence, instructional resources, students' motivation, parental support and school environment, may also influence students' academic outcomes.

The study therefore concluded that teachers' time utilization and time planning should be supported by broader improvements in teaching and learning practices. School administrators should create conditions that enable teachers to use instructional time effectively and plan their teaching activities systematically.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. School administrators should encourage teachers to make effective use of available instructional periods by minimizing unnecessary interruptions, avoiding time wastage and ensuring that adequate time is devoted to lesson delivery, classroom activities, assessment and feedback.
2. Teachers should be encouraged to prepare realistic lesson plans, schemes of work and instructional schedules that clearly indicate the activities to be undertaken and the time required for each activity. School administrators should provide professional support and periodically monitor teachers' time-planning practices.

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