

Influence of Time Management Techniques on Teachers' Job Performance in Private Secondary Schools of Kaduna State, Nigeria

Marcus Garvey Orji¹, Enobun-Nwidi Patience Enyiamaka², Abdullahi Dangana³

¹Sustainable Development Centre, University of Abuja, Nigeria

²Department of Business Education, Federal University of Education, Zaria, Nigeria

³Sustainable Development Centre, University of Abuja, Nigeria

Email: marcusorji@gmail.com, patiencenwidi@gmail.com, abdullahi.dangana2022@uniabuja.edu.ng

Abstract:

Many schools face challenges in time management. The objective of this study was to investigate the influence of time management techniques on teachers' job performance in private secondary schools of Kaduna State, Nigeria. The study is a descriptive survey sampling the opinions of 218 teachers from selected private secondary schools in Kaduna Metropolis. Their opinion was collected using a structured questionnaire. The data obtained was analysed using descriptive and inferential statistics, and the hypotheses tested by means of multiple regression. The findings revealed that time planning has a positive significant impact on teachers' job performance at a Beta 0.281 and a p value 0.000 at 0.01. The findings also show that setting priority has a positive and significant influence on teachers' job performance at Beta = 0.288 and a p value 0.001 at 0.01. In addition, the findings also revealed that work scheduling has a positive and significant impact on teachers' job performance at Beta = 0.401 and p-value level 0.041 at a significance level of 0.05. This implies that time planning, setting priority and work scheduling increase teachers' job performance in secondary schools of Kaduna State. The study concluded that good time management techniques are related to fewer failures, implying a direct relationship between time management techniques and teachers' overall job performance. The study therefore recommended that management and teachers in private secondary schools should continue to maintain good time planning, set priorities, and maintain mastering of work schedules to boost teachers' job performance in order to achieve quality education in line with SDG 4 and sustainable development goals Agenda 2030 of United Nations.

Keywords:

Time management strategies, Time planning, Setting priorities, Work scheduling and Teachers' job performance

I. Introduction

Time is valuable and crucial, and never waits for anyone. For humans, time is a useful tool. Humans have converted it into seconds, minutes, hours, days, weeks, months, and years. The old sayings that time invested is not refundable, and that time acquired is time well spent still hold today. Similarly, the natural world acknowledges the significance of time in human existence. When it comes to human endeavours, time is crucial for achieving the desired outcomes or levels of job performance. Thus, this articulates the necessity for efficient time management techniques for both individuals and organisations. Time management techniques are significantly related to improved teacher job performance (Nnorom, Nwosu & Anyanwu, 2023). Teachers who utilise time-management techniques demonstrate higher levels of effectiveness in the classroom and in their overall workload. This relationship is supported by research that shows a positive correlation between effective time management techniques and job performance (Ayban & Nening, 2024).

Teachers' job performance is critical for improving educational standards and student outcomes. Teachers' job performance is defined by the acts and behaviours that teachers engage in while teaching, such as classroom management, lesson planning, and instructional delivery (Lutfi, Salim, Nasir, & Amiruddin, 2020). Teachers' job performance also evaluates how their job affects student learning, engagement, and overall academic accomplishment. Teachers' job performance refers to the extent to which they contribute to the attainment of educational goals and objectives established by a school or educational institution. Time management approaches are crucial in secondary school since teachers play a variety of duties (Galaviz, Zazueta, Campas, Lirios, & Ruiz, 2025). Teachers are responsible not only for delivering lessons but also for designing the learning environment, meeting individual student needs, and participating in professional development activities. Educational inspectors have emphasised the increased necessity of time management to ensure that instructors can handle these expanding obligations while maintaining the quality of education (Ayban & Nening, 2024).

Time management is the most effective way to achieve goals and increase performance (Attah 2021). Time management techniques involve identifying tasks to be completed, planning and scheduling organizational activities, prioritising such activities, allocating time to other tasks based on their importance in increasing productivity, minimising interruptions and frivolities, and dealing with routine tasks in such a way that truly important tasks receive adequate attention (Galaviz et al., 2025). Good time management techniques require self-awareness, personal dedication, discipline, planning, and organisation (Nnorom et al., 2023). There are numerous successful time management techniques including setting priority, planning, goal setting, task delegation, instructional methods, digital tools, and work schedules (Afolabi & Abdullahi, 2023). However, this study focused on determining time planning, setting priorities, and scheduling work.

1.1 Statement of the Problem

Time is essential for any institution to achieve its aims and objectives. The attempt to achieve the intended goal poses a significant threat to institutions. The education sector has several issues and obstacles, the most of which stem from inefficient time management strategies. Poor time management is the leading cause of stress, anxiety, and depression among instructors and students. Most secondary school teachers engage in various activities and teach a wide variety of courses. This implies that many critical actions are not completed properly because too many tasks must be completed simultaneously. There are various techniques that schools can use to manage time efficiently such as setting priorities, teaching methods, time planning, goal setting, delegation and work scheduling (Afolabi & Abdullahi, 2023). However, this study focused on time planning, setting priorities, and work scheduling. Several research have explored time management approaches on teachers' job performance (Ayban & Nening, 2024; Adeyefa, Adelokun & Ogunduboye, 2024; Iqbal, Khan, Abdur, Gulana & Abid, 2023; Afolabi & Abdullahi, 2023; Reyes & García, 2022; Bismark, 2022). However, no research has been undertaken on selected secondary schools in the Kaduna Metropolis. To fill this gap, this study would investigate the influence of time management techniques on teachers' job performance in selected private secondary schools in Kaduna Metropolis.

1.2 Research Questions

To provide a solution to the problem stated, the following research questions were raised.

1. Does time planning influence teachers' job performance in selected private secondary schools in Kaduna Metropolis?

2. Does setting priorities influence teachers' job performance in selected private secondary schools in Kaduna Metropolis?
3. Does work scheduling influence teachers' performance in selected private secondary schools in Kaduna Metropolis?

1.3 Objectives of the Study

The general objective of this study is to investigate the influence of time management techniques on teachers' job performance in selected private secondary schools in Kaduna Metropolis. The specific objectives of the study are as follows:

1. Determine the influence of time planning on teachers' job performance in selected private secondary schools in Kaduna Metropolis?
2. Determine the influence of setting priorities on teachers' job performance in selected private secondary schools in Kaduna Metropolis?
3. Determine the influence of work scheduling on teachers' job performance in selected private secondary schools in Kaduna Metropolis?

1.4 Hypotheses of the Study

- H01: Time planning has no significant influence on teachers' job performance in selected private secondary schools in the Kaduna Metropolis.
- H02: Setting priorities has no significant influence on teachers' job performance in selected private secondary schools in Kaduna Metropolis.
- H03: Work scheduling has no significant influence on teachers' job performance in selected private secondary schools in Kaduna Metropolis.

II. Review of Literature

2.1 Concept of Teachers' Job Performance

Performance can be simply seen as achieving set objective (Orji, 2022; Orji et al 2022). Teachers' job performance is the result of all their completed duties. Teachers' job performance refers to how well they complete their jobs and meet their educational objectives. This encompasses teaching practices and student outcomes (Lutfi et al. 2020). A teacher's job performance reflects the extent to which their attention to their profession helps them achieve their goals (Mgbere & Andrew, 2019). The effectiveness and capability of schools are directly related to each teacher's job performance, which is heavily influenced by teachers' calibre and performance levels in terms of professional training, classroom experience, subject-matter expertise, and the calibre of the students they produce (Masawe & Majokava, 2022). Teachers' job performance can be evaluated in a few ways, such as by closely observing their behaviour, understanding what must be taught and how to teach it, and demonstrating it in a certain way (Comfort & Ekpenyonganwan, 2019)). While some organisations evaluate their workers' performance every year or quarter to identify areas that require improvement, the school setting conducts teacher and staff evaluations at least twice a term (Ayban & Nening, 2024). Supervisors are assigned to the school to help focus on areas that require improvement and to help keep personnel on track.

a. Concept of Time Management Techniques

Time management techniques are the action or process of planning and intentionally controlling how much time is spent on specific activities, with the goal of increasing effectiveness, efficiency, and production (Lutfi et al., 2020). Time management techniques include scheduling, planning, organizing and carrying out a variety of tasks to achieve the

organization's goals (Attah 2021). According to Nnorom et al. (2023), good time management strategies allow people to work more productively even under duress. Several time management approaches, such as time planning, allocation, goal setting, time analysis, monitoring, organising, scheduling, and prioritisation, can help one complete certain tasks, activities, and goals on time. Time management techniques have a significant influence on teaching and learning outcomes (Galaviz et al. 2025). Teachers and students who do not grasp good time-management techniques exhibit unstructured, unclear, and inconsistent planning, no goals, and a lack of time discipline (Lutfi et al., 2020).

b. Time Planning

Time management has a substantial impact on teacher performance (Reyes & García, 2022). According to Ayban and Nening (2024), teachers who effectively manage their time, which includes planning, monitoring, and assessing time use, tend to display higher levels of work performance. Teachers who spend time planning their classes and activities are more prepared to teach, resulting in more effective instruction and student engagement (Benstowe and Obianwu 2023). In addition, efforts to develop and adapt curriculum materials ensure that learning activities are in line with educational objectives. Teachers can accurately evaluate student development by carefully organising exams, including their type and timing. Furthermore, well-planned courses and excellent time management enable teachers to provide more interesting and effective education, resulting in improved student outcomes (Umerenkova and Flores 2018).

c. Setting Priorities

Setting priorities is necessary because time is limited and not all jobs are equally important. The order of priority was determined by ratings from the lowest to the highest priority. This priority sequence is created by determining the tasks that are regarded as the most important, urgent, and vital to complete first (Adeyefa et al., 2024). Afolabi and Abdullahi (2023) found that time management techniques, particularly work prioritisation, had a significant impact on teachers' job performance. This enables teachers to concentrate on high-priority tasks, increase efficiency, and minimise stress, resulting in improved teaching and learning results. Setting priorities enables teachers to focus on their most important duties, such as lesson planning, engaging students, and delivering feedback, rather than becoming bogged down in less important chores (Lutfi et al., 2020). Prioritisation helps teachers to avoid procrastination and ensures that important tasks are completed on time.

d. Work Schedule

A work schedule is a list of activities that will be completed in a specific order within a given time (Afolabi and Abdullahi, 2023). The purpose of creating this timetable is to avoid conflicting activities, avoid forgetting, and eliminate haste. Effective job scheduling and time management are critical to teacher performance. Studies have shown a link between schedule habits and increased teaching effectiveness, student results, and overall job satisfaction (Lutfi et al. 2020). Effective scheduling enables teachers to plan classes ahead of time, giving them enough time to prepare materials, devise interesting activities, and allot suitable time for each instructional component (Ajirowo, Kareem, & Babatunde, 2019, Orji et al, 2021).

2.2 Empirical Studies on the Relationship between Time Management Techniques and Teachers Job Performance

Numerous studies have been conducted on time management techniques and the performance of teachers. Ayban and Nening (2024) investigated the effects of time management strategies on the work performance of public secondary school teachers in the

San Marcelino District of Zambales. This study used a descriptive-correlational research design. The study's sample size was 144 public secondary school teachers from San Marcelino District. A questionnaire was used to collect data from respondents. Statistical methods, such as ANOVA and Pearson's correlation, were used to assess the significance of the relationship between time-management approaches and work performance. This study discovered that good time management, particularly in planning, resource usage, and meeting obligations, has a substantial impact on teachers' work performance. The study suggests that educational institutions should focus on time management training and encouraging work-life balance to improve teacher performance.

Adeyefa et al. (2024) investigated the synergistic effects of good time management on employee productivity in a company in SUBEB, Ondo State, Nigeria. This study employed a quantitative design. Questionnaires were used to collect data from the respondents. Data were analysed using chi-square and regression approaches. The findings revealed a substantial association between time management (TM) and employee productivity (EP) at the Ondo State Universal Basic Education Board (SUBEB) in Ondo State. Furthermore, there was a substantial difference in the impact of time management through effective duty delivery on employee performance (EP) in Ondo State. The study revealed that good time management minimises failures and improves organisational performance. According to a survey, good time management is the most important factor in determining organizational priorities and achieving optimal performance.

Oparinde (2024) examined the relationship between effective planning and staff job performance in public secondary schools in Osun State. This study used a descriptive survey design.

The study sample included 329 teachers and 36 principals, for a total of 365 responses. This study used a questionnaire as the research instrument. Three research questions were asked and answered, and a null hypothesis was developed and tested. The findings revealed a strong correlation between effective planning and staff job performance in Osun State Secondary Schools. Furthermore, the null hypothesis test revealed a significant positive connection between good administrative planning and job performance. The study concluded that school administrators should strive harder to create a more organized educational purpose, particularly by promoting a productive school culture that supports good planning.

Iqbal, Khan, Abdur, Gulana, and Abid (2023) investigated the relationship between university teachers' time management abilities and job performance in Malakand Division. The study population consisted of all employed teachers from the three public universities in the division. A stratified sampling strategy was used to select 250 teachers from three universities. The data were generated from the respondents using self-created questionnaires that included 83 Likert-type items. Data were analysed using descriptive statistics and Pearson's coefficient of correlation. The findings demonstrated a favourable and substantial association between university teachers' perceived time management behaviour and perceived job performance. Increased time management behaviour related to improved job performance. Time management interventions and seminars for university teachers may be useful in improving job performance.

Afolabi and Abdullahi (2023) investigated the effects of time-management practices on teacher performance in public junior secondary schools in Kwara State, Nigeria. The study used a descriptive survey design. The study sample consisted of 260 public junior secondary

school teachers, selected using stratified random sampling techniques. A questionnaire was used to collect data from respondents. The data obtained were analysed using frequency count and percentage. Mean and standard deviation were used for demographic data to answer the research questions, and linear regression was used to test the hypotheses at a significance level of 0.05. The findings showed that time-management practices had a considerable impact on teacher performance. Teachers' job-scheduling tactics had no significant effect on their job performance. Furthermore, instructors' job performance was influenced only by their classroom management tactics and priorities. Among other things, it was suggested that teachers maximise their instructional time, design a balanced curriculum, regulate classroom behaviour, and improve their professional development.

Bismark (2022) investigated the impact of time management on the performance of primary school students in Jomoro Municipality, Ghana. The study used a descriptive research design. The study's sample size was 292 respondents. Data were collected using a questionnaire, an interview schedule, and an observation guide. Descriptive statistics, such as frequencies, percentages, and means, were employed to investigate quantitative data, and the results are presented in tables. The findings reveal a statistically significant relationship between time management and academic achievement. The report advised that the 'School Board of Management' and other education stakeholders make use of modern technology.

Lutfi et al. (2020) investigated the effects of time management, competency, and learning media on teacher performance in Indonesia. The sample size was 200 junior high school teachers from Makassar. Data were gathered through questionnaires. The data were analysed using SEM-PLS, which was then processed with SmartPLS software. The findings revealed that the time management, competency, and learning media variables had a favourable and significant impact on teacher performance in Makassar. The research findings are likely to help advance the human resource management theory.

Ajirowo, Kareem, and Babatunde (2019) investigated the impact of time management on students' academic performance at many universities in Kwara, Nigeria. The study population comprised 72,000 staff members from three universities in Kwara State. The sample size for this study included 295 respondents. A closed-ended structured questionnaire was used to collect data from respondents. Data were analysed using multiple regression and the Statistical Package for Social Sciences (SPSS, version 20). The findings demonstrated that good time management by students, such as prioritising and scheduling tasks, has a significant impact on academic performance. To improve their academic performance, the study suggested that students should pay attention to task scheduling and prioritisation as well as focus on vital tasks. The study also recommended that students should create a list of chores to be completed to inform schedules and be supported with time constraints, prioritizing important and minor tasks that will improve their academic performance.

Khan, Farooqi, Khalil, and Faisal (2016) conducted research on the association between time management and teacher performance in secondary schools in the Sahiwal district of Punjab, Pakistan. The study used descriptive survey research methods. The study included teachers from eighty-four (84) secondary schools. The study has a sample size of 360 randomly selected teachers. A questionnaire was utilized to collect data, which was then analysed using the Pearson Product Moment Correlation Coefficient. The results revealed a substantial association between teachers' time management strategies and classroom performance.

2.3 Theoretical Framework of the Study

This study is based on Parkinson's (1955) in Masawe and Majokava (2022) theory, which claims that "work expands to fill the time available for completion." This means that the more time spent on a task, the longer it takes to complete it. According to this theory, good time management is critical for avoiding wastage and meeting deadlines. When making a to-do list or organising a project, make sure to allocate only the necessary time. However, keeping deadlines fair and properly examining the activity so that you can set aside adequate time to complete it. Thus, this theory is relevant to this study because teachers do not have time to spend due to time constraints. As a result, they would work harder to complete their most critical duties. If a teacher is expected to cover a syllabus prior to the national examination, this means that they will devote extra time to ensure that the syllabus is covered and that students have ample time for revision (Masawe & Majokava, 2022). Parkinson's theory determines an appropriate time window for each task. If a teacher assigns a definite time to a given work, that task will be completed swiftly to manage time. According to Parkinson's theory, teachers should compile a list of their chores and divide them based on how long they will take to finish. Teachers must view meeting the time limit as critical and handle it as another deadline. They should make a list of the things they need to complete within a week, and then allot the time required to complete each of those chores; they will find yourself in a race against the clock.

III. Research Methods

This paper employed descriptive survey research design. The population of the study is 218 teachers in selected private secondary schools in Kaduna Metropolis. Purposive/judgmental sampling was adopted in line with the opinion of Orji (2024) and Oyenuga et al (2023), Orji and Enobun (2022) to select respondents whose opinions are relevant and to make valuable decisions. Thus, 218 samples were arrived at based on value judgement that the respondents are very knowledgeable in the subject matter. The units of analysis in this study were 40 principals, 40 Administrative Officers, and 138 teachers in the selected private secondary schools. The instrument for data collection was closed-ended structured questionnaire. The study adapted items suitable in measuring the various construct of this study from previous studies. The questionnaire was designed using 5-point Likert scales ratings of "strongly disagree" (1) and "strongly agree" (5). The Cronbach's alpha coefficient was used to determine the reliability of the instruments used. As can be seen, Cronbach's alpha coefficient for Time Planning is (0.729), Setting Priority (0.748), Work Scheduling (0.731) and teachers' job performance (0.736). According to Sekaran (2003), a Cronbach's alpha coefficient greater than 0.6 is deemed to be reliable. Thus, we conclude that the instruments used in this study are reliable. The data were coded using SPSS version 23.0. The null hypotheses were tested using multiple regression. The null hypothesis is rejected if the p-value is less than 5% (0.05), otherwise it is accepted.

IV. Result and Discussion

Table 1. Distribution of Copies of Questionnaires

Questionnaire distributed	Frequency	Percentage
Copies of questionnaire administered	250	100
Copies of questionnaire returned	218	87.2
Copies of questionnaire not returned	32	12.8

Table 1 shows that 250 questionnaires were administered to the respondents. A total of 218 questionnaires were returned and filled correctly, constituting 87.2% valid for the study. While 12.8 copies of questionnaire were not returned.

Table 2. Demographic Profile of the Respondents

Characteristics	Respondents Category	Frequency	Percentage
Gender	Male	90	41.28
	Female	128	58.72
	Total	218	100
Age	<30 Years	45	20.64
	30-40years	90	41.28
	41-50years	70	32.11
	>50 years	13	5.96
	Total	218	100
Marital Status	Married	120	55.05
	Single	98	44.95
	Total	218	100
Educational Qualification	WAEC/NECO/ND/NCE	83	38.07
	Degree and above	135	61.93
Work Experience	Total	218	100
	<5 years	40	18.35
	5-10 years	65	29.82
	11-15 years	73	33.49
	>15 years	40	18.35
	Total	218	100

Source: Researcher's Computation, 2025

The Table 3 shows the demographic profile of the respondents which reveals that amongst other things female respondents were more as they constitute 58.72% while males were 41.28%. The age distribution shows that more of the respondents are within the age bracket of 30-40years with a high percentile score of 41.28%, 41-50years; 32.11%, less than 30years, 20.64%, while greater than 50years were 5.96%, respectively. This implies that on average, the respondents were within the age bracket of 30-40years and 41-50years which are still part of the active population. Marital status revealed that a significant proportion of the respondents were married, constituting 55.05%, while singles constituted 44.95% of the population. Educational qualification showed that significant responses of 61.93% were degree holders and above. Meanwhile, 38.07% were WAEC, NCE, and OND holders. In addition, the working experience reveals that more of the respondents had an averagely of 11-15years experience as they constituted 33.49% of the responses, 5-10years were 29.82%, less than 5years were 18.35%, greater than 15years were 18.35% of the sampled responses, respectively.

Table 3. Result of Multiple Regression on the Relationship between Time Planning, Setting Priority, Work Scheduling and Teachers' job Performance

Model		Hypotheses	Beta	Standard Error	T	Sig.	Decision on Ho
1	Constant		0.147	0.210	0.700	0.000	
	Time Planning	H ₀₁	0.281	0.870	3.228	0.000***	Not Accepted

	Setting Priority	H ₀₂	0.288	0.080	3.604	0.001**	Not Accepted
	Work Scheduling	H ₀₃	0.401	0.071	5.616	0.041*	Not Accepted
	R		0.703				
	R ²		0.494				
	F		69.866				
	P		0.000				

***p<0.01

Dependent variable: Teachers' Job Performance

Source: SPSS Output, 2025

Interpretation of Result

From Table 3, the findings of this study show that time planning has a positive significant impact on teachers' job performance at Beta 0.281 and a p value 0.000 at 0.01. This implies that a unit change in time planning results in a 21. 8% change in teachers' job performance. Thus, H01 which states that time planning has no significant influence on teachers' job performance, was rejected. The findings also show that setting priority has a positive and significant influence on teachers' job performance at Beta = 0.288 and a p value 0.001 at 0.01. The null hypothesis two (H02) which claims that setting priority has no significant influence on teachers' job performance, is not accepted. In addition, the findings also revealed that work scheduling has a positive and significant impact on teachers' job performance at Beta = 0.401 and p-value level 0.041 at a significance level of 0.05. This implies that a unit change in scheduling results in a 40.1% change in the teachers' job performance. The null hypothesis three (H03) which states that work scheduling has no significant influence on teachers' job performance, was rejected. An R2 value of 0.494 indicates that the coefficient of determination of 49.4% of the variation in teachers' job performance is attributed to time planning, setting priority, and work scheduling. This implies that time planning, setting priority and work scheduling increase teachers, job performance in selected private secondary schools in Kaduna Metropolis. Other time management strategies that were not considered in this study contributed to 50.6% of the variation in teachers' job performance.

Discussion

From Table 3, the findings of this study show that time planning has a significantly positive impact on teachers' work performance. This implies that the more teachers plan their time, the more they perform their jobs. This finding is consistent with prior research by Ayban and Nening (2024), who discovered that good time management, particularly in planning, resource utilisation, and meeting obligations, had a substantial impact on teachers' work performance. Teachers who spend time planning their classes and activities are better prepared to teach, resulting in more effective instruction and student engagement. Time management is critical for teachers to efficiently carry out their tasks, improve instruction, and ultimately contribute to student achievement and teacher performance.

Table 3 further illustrates that setting priorities has a favourable and significant impact on teachers' job performance. This means that the more teachers prioritise, the higher their job performance. This finding complements Afolabi and Abdullahi's (2023) research, which indicated that teachers' classroom management tactics and priority setting strategies contribute to their job performance. This study is also consistent with the findings of Ajirowo et al. (2019), who discovered that time management through effective prioritisation and scheduling

of activities by students has a significant impact on students' timely completion of assignments and good CGPA achievements, which in turn affects academic performance.

The results in Table 3 also show that scheduling has a favourable and significant impact on teachers' job performance. This suggests that a unit adjustment in schedule results in a 40.1% increase in teachers' job performance. The study is also consistent with the findings of Ajirowo et al (2019) who discovered that time management through effective prioritization and scheduling of activities by students has a significant impact on students' timely completion of assignments and good CGPA achievements, which in turn affects academic performance. Surprisingly, this study contradicts the findings of Afolabi and Abdullahi (2023), who discovered that teachers' job scheduling tactics have no substantial impact on their job performance.

V. Conclusion

The study discovered that time planning, prioritisation, and work scheduling have a favourable and significant impact on teachers' job performance, implying that time management practices lead to improved job performance by teachers. Teachers' work performance is determined by school authorities' managerial abilities. Specifically, in private secondary schools, where administrators take many administrative steps in operating the schools under their supervision, it is beneficial for them to carefully manage their time and avoid procrastination to meet specified goals. When time-management techniques are not used properly, they become difficult to repair. The clock's hand does not return backward; hence, natural time cannot be adjusted. Good time management techniques are related to fewer failures, implying a direct relationship between time management techniques and teachers' overall job performance.

Recommendations

Based on these findings, this study recommends the following.

1. Management and teachers in selected private secondary schools should continue to maintain good time planning to improve their work performance. Time planning technique with successful prioritization helps to identify critical work, enhance concentration, reduce distractions, and remove tasks that do not provide value to the school.
2. They should continue to prioritise core duties in time allocation to boost teachers' performance.
3. To improve teachers' job performance, management and teachers should continue to maintain a mastery of their work schedules to avoid compromising scheduled tasks and enhance performance in order to achieve quality education in line with SDG 4 and sustainable development goals Agenda 2030 of United Nations.

Implication of the Study

The implications of these findings are that school authorities should set an example by expecting teachers to attend classes on time, assign students, control student behaviour in class, write lesson notes as and when due, and conduct timely class assessments. As a result, they are responsible for conveying instructions early and organising, prioritising, and carrying out responsibilities in precise accordance with the time schedule.

Limitations and Future Research

This study has several limitations. Financial constraints limit the external validity of this research. Data were collected from selected private secondary schools in the Kaduna

Metropolis, which reduced the generalisability of the results. Future studies can be conducted using the same model in different working environments to broaden coverage. Work stress can be used as a mediator between time management and job performance.

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