

**TIME RESOURCES MANAGEMENT AND TEACHERS' TASK PERFORMANCE IN PUBLIC SENIOR SECONDARY SCHOOLS IN RIVERS STATE**

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**Abstract**

*This study investigated Time resources management and teachers' task performance in public senior secondary schools in Rivers State. Three research questions and three hypotheses were used for the study. A correlational research design was used for this study. The population of the study consisted of all the 6,893 teachers in the 286 public senior secondary schools in the 23 Local Government Areas of Rivers State. The sampling technique applied in selecting 378 respondents from a population of 6859 was simple random sampling, in which every member has an equal chance of being selected. Given the disparities in the distribution of the unit population for each school, the stratified proportionate sampling method was applied in the unit sampling using the Taro Yamane formula. The instruments used for data collection of data for this study were designed by the researcher and titled 'Time Management Questionnaire' (TMQ) and "Teachers Task Performance Questionnaire (TTPQ). The scores of the two sets of instruments were correlated using Pearson product moment correlation to determine the reliability index of 0.892 and 0.834 respectively which was reliable for the study. Out of the 378 copies of the questionnaire administered, 363 copies were retrieved by the researcher with the help of two trained research assistants at a date and time agreed upon with the respondents, which represented a 96% retrieval rate. The Pearson Product Moment Correlation Statistics was used to answer the research questions and test the hypotheses at 0.05 level of significance. Classroom time influence teachers' job performance in public senior secondary schools in Rivers State. Again, the findings indicated that time management for weekly activities influence teachers' job performance in public senior secondary schools in Rivers State to a high extent. The study concluded that teachers can only deliver job effectively if they manage time effectively. The study therefore among others recommended that teachers should always allocate time to the duties assigned to them to*

*avoid encroaching the time of another activity and they should schedule their duties based on the available time in order to reduce work stress.*

**Keywords:** *Time Management, Teachers Task Performance, classroom time, Effective planning and prioritization*

## **1. Introduction**

Time is an essential tool needed to effectively and efficiently achieve organization or individual goal. In a school system, where the major goal is to educate the learners through a timed sequence of organized teaching sessions in addition to a good practice of manners and discipline, time cannot be down played. In a banking system, where time affects the value of a currency as well as its existence, time cannot be over-emphasized. For individuals, they say life is too short, meaning time is too precious and should be managed efficiently. This brings to bare the fact that time is of great value and its management is expedient. Time resources management refers to the systematic and efficient allocation, utilization, and optimization of time-related assets to achieve specific goals and objectives (Hancock & Szalma, 2017). In the context of education, particularly in public senior secondary schools, time resources management is crucial for teachers to effectively balance their various tasks and responsibilities within the limited time available each day (Roberts & Reavy, 2019). Educators face a myriad of tasks that demand careful planning and organization. Lesson planning, classroom instruction, grading assignments, attending meetings, engaging in professional development, and interacting with students and parents all require substantial time investments (Ingersoll, 2012). The challenge lies in finding a balance between these tasks and ensuring that each aspect of the teaching profession receives adequate attention (Hakanen, Bakker, & Schaufeli, 2006).

Teachers' ability to manage their time efficiently directly influences their task performance and overall effectiveness in the classroom (Klassen & Chiu, 2010). When teachers can effectively manage their time, they are more likely to complete tasks promptly and meet deadlines, resulting in increased productivity and reduced work-related stress (Claessens, Van Eerde, Rutte, & Roe, 2007). Moreover, proper time management allows teachers to allocate time for self-reflection, professional growth, and the exploration of innovative teaching strategies (Harvey & Evans, 2019).

In contrast, inadequate time resources management can have negative repercussions on both teachers and students. Poor time management might lead to rushed lesson preparations, hasty grading, and insufficient feedback for students (Työnkkö, Vekkaila, Lindblom-Ylänne, & Väisänen, 2019). Consequently, student engagement and learning outcomes may suffer (Hultell, Gustavsson, & Jansson, 2019). Studies have shown that teachers who effectively manage their time are more satisfied with their tasks and experience lower levels of burnout (Bartholomew, Ntoumanis, Ryan, Bosch, & Thøgersen-Ntoumani, 2011). This, in turn, positively influences teacher retention rates and enhances the overall stability and continuity within the school environment (Meng, 2018).

While the importance of time resources management is evident, teachers often face various challenges that impede their ability to manage time effectively. These challenges may include heavy workloads, administrative tasks, conflicting responsibilities, and limited support from the school administration (Rönnlund, 2019). Identifying and addressing these challenges is essential in developing targeted interventions and support systems to aid teachers in improving their time management skills (Hou, Law, & Wong, 2015). Time resources management is a

critical factor in determining teachers' task performance and task satisfaction in public senior secondary schools in Rivers State. Effective time management enables educators to strike a balance between their various responsibilities, leading to increased productivity and enhanced student learning experiences (Skaalvik & Skaalvik, 2016). Addressing the challenges faced by teachers in managing their time efficiently can pave the way for a more conducive and productive learning environment in Rivers State schools.

Teachers are the backbone of any educational institution, and their performance directly impacts students' learning outcomes. In the context of public senior secondary schools, teachers are faced with numerous tasks and responsibilities, including lesson planning, classroom instruction, student assessment, extracurricular activities, administrative duties, and professional development, among others. Given the multitude of responsibilities they must manage, the effective allocation and utilization of time resources are essential for maintaining a well-organized and effective learning environment. Teachers' task performance refers to the effectiveness and efficiency with which educators fulfill their professional responsibilities in the classroom and other school-related activities. Task performance encompasses a wide range of activities, including lesson planning, instructional delivery, student assessment, classroom management, providing feedback to students, engaging in professional development, and collaborating with colleagues (Wang, Hall, & Rahimi, 2016). Effective teachers demonstrate a variety of instructional strategies and methodologies to cater to diverse learning needs and styles (Henderson, 2013). They employ formative assessment techniques to monitor student progress and adjust their teaching approach accordingly (Black & Wiliam, 1998). By providing timely and constructive feedback to students, teachers can guide them towards continuous improvement and higher achievement levels (Kluger & DeNisi, 1996). Research suggests that teachers' task performance is influenced by various factors, including their motivation, self-efficacy beliefs, and level of task satisfaction (Bandura, 1997; Tschannen-Moran & Woolfolk Hoy, 2001). Teachers who have a strong sense of efficacy are more likely to invest time and effort in their tasks and are more persistent in the face of challenges (Henson, Kogan, & Vacha-Haase, 2001). Moreover, teachers who experience task satisfaction are more engaged and committed to their profession, leading to improved task performance and task retention (Ingersoll & Strong, 2011). It is crucial to support teachers in enhancing their task performance through targeted professional development programs and ongoing support from school administrators (Desimone, 2009). Professional development opportunities that focus on effective teaching strategies, classroom management techniques, and technology integration can positively impact teachers' task performance (Guskey & Yoon, 2009). School leaders can provide mentorship, constructive feedback, and opportunities for collaboration, creating a supportive environment that fosters continuous improvement in task performance (Barnett, Marinelli, & Giallo, 2017). Teachers' task performance plays a pivotal role in shaping the educational experience of students. Effective task performance involves a diverse set of skills, including instructional delivery, formative assessment, classroom management, and professional engagement. By acknowledging and addressing the factors influencing task performance, educational institutions can cultivate a culture of continuous improvement and create a positive impact on student learning outcomes.

## **2. Statement of the Problem**

The inability of teachers to carry out their responsibilities at the appropriate

time can have immediate or long-term negative effects on the schools. Poor utilization of time can pose challenges in the school system such as conflict of activities, wastage of resource, slow decision making, poor monitoring and lack of achievement of educational goals. Principals and teachers are sometimes unable to complete their responsibilities within the school system; hence, objectives are usually not achieved due to time constraints. Some teachers' official time functions are sometimes used for family and other social activities. The aspect of creativity and research has been taken away from secondary schools, teachers complain of time constraints they have in carrying out their duties; as a result, new innovations in teaching and relating with the learners cannot be seen in the school system. Teachers get involved in activities that are irrelevant to the stated goals of the school during work hours as a result reduce their level of Task Performance during school hours. School principals or management of school don't have concrete plans to achieve their goals. This boils down to doing so much and achieving less. The learners get to suffer for this; over the years, different sets of learners can pass through a particular class and no changes, improvements, upgrades are made on the curriculum or methodology because the teachers or management of the school lack good time management skills. Ultimately, this can reduce the standard of education in the state. Therefore, there is a pressing need for a comprehensive research study that examines the current state of time resources management practices among teachers, explores the correlation with task performance indicators, and identifies potential barriers and challenges faced by educators in optimizing their time management skills. By addressing these gaps in knowledge, the research will contribute valuable insights to the educational community, paving the way for evidence-based decision-making and the enhancement of teaching practices and student outcomes. Considering the above, it therefore becomes necessary to investigate time resources management and teachers task performance in Public Secondary Schools in Rivers State.

### **Purpose of the Study**

The purpose of the study was to investigate time resources management and teachers task performance in Public Secondary Schools in Rivers State. The study sought to:

*Determine the extent of relationship between classroom time and teachers' task performance in public senior secondary schools in Rivers State*

*Examine the extent of relationship between time management for weekly activities and teachers' task performance in public senior secondary schools in Rivers State*

*Investigate the extent of relationship between effective planning and prioritization and teachers' task performance in public secondary schools in Rivers State.*

### **Research Questions**

The following research questions were raised to guide the study:

*What is the extent of relationship between classroom time and teachers' task performance in public senior secondary schools in Rivers State?*

*What is the extent of relationship between time management for weekly activities and teachers' task performance in public senior secondary schools in Rivers State?*

*What is the extent of relationship between effective planning and prioritization and teachers' task performance in public secondary schools in Rivers State?*

### **Hypotheses**

The following null hypotheses guided the study and to be tested at 0.05 level of significance:

*H01: There is no significant relationship between classroom time and teachers' task performance in public senior secondary schools in Rivers State.*

*HO2: There is no significant relationship between time management for weekly activities and teachers' task performance in public senior secondary schools in Rivers State.*

*HO3: There is no significant relationship between effective planning and prioritization and teachers' task performance in public senior secondary schools in Rivers State.*

### **3. Methodology**

The design of the study was a correlational design, and the population of the study consisted of 302 principals and 6557 teachers, totaling 6859 respondents in public senior secondary schools in Rivers State. The sampling technique applied in selecting 378 respondents from a population of 6859 was simple random sampling, in which every member has an equal chance of being selected. Given the disparities in the distribution of the unit population for each school, the stratified proportionate sampling method was applied in the unit sampling using the Taro Yamane formula. The instruments used for data collection of data for this study were designed by the researcher and titled "Time Management Questionnaire" (TMQ) and "Teachers Task Performance Questionnaire (TTPQ). The scores of the two sets of instruments were correlated using Pearson product moment correlation to determine the reliability index of 0.892 and 0.834 respectively which was reliable for the study. Out of the 378 copies of the questionnaire administered, 363 copies were retrieved by the researcher with the help of two trained research assistants at a date and time agreed upon with the respondents, which represented a 96% retrieval rate. The Pearson Product Moment Correlation Statistics was used to answer the research questions and test the hypotheses at 0.05 level of significance.

### **4. Results**

#### **Research Question 1**

What is the extent of relationship between classroom time and teachers' task performance in public senior secondary schools in Rivers State?

*Table 1: Pearson's Product Moment Correlation analysis on the extent of relationship between classroom time and teachers' task performance in public senior secondary schools in Rivers State*

Variables	N	r	r-squared	Remarks
Classroom Time	582	0.73	0.53	Moderate Relationship
Teachers' Task Performance				

Legends:

n : Number of respondents

r-squared: Coefficient of determination.

From the result in table 1, the sample size was 582,  $r = 0.73$  while r-squared was 0.53. The correlation coefficient of 0.73 shows that there is a moderate relationship between classroom time and teachers' task performance. So therefore, the answer to research question one states that there is a moderate relationship between classroom time and teachers' task performance in public senior secondary schools in Rivers State.

#### **Research Question 2**

What is the extent of relationship between time management for weekly activities and teachers' task performance in public senior secondary schools in

Rivers State?

Table 2: Pearson's Product Moment Correlation analysis on the extent of relationship between time management for weekly activities and teachers' task performance in public senior secondary schools in Rivers State

Variables	N	R	r-squared	Remarks
Time Management for Weekly Activities	582	0.57	0.32	Positive Low Relationship
Teachers' Task Performance				

Legends:

n : Number of respondents

r-squared: Coefficient of determination.

From the result in table 2, the sample size was 582,  $r = 0.57$  while r-squared was 0.32. The correlation coefficient of 0.57 shows that there is a positive low relationship between time management for weekly activities and teachers' task performance. So therefore, the answer to research question two states that there is a positive low relationship between time management for weekly activities and teachers' task performance in public senior secondary schools in Rivers State.

### Research Question 3

What is the extent of relationship between effective planning and prioritization and teachers' task performance in public secondary schools in Rivers State?

Table 3: Pearson's Product Moment Correlation analysis on the extent of relationship between effective planning and prioritization and teachers' task performance in public senior secondary schools in Rivers State

Variables	N	r	r-squared	Remarks
Effective Planning and Prioritization	582	0.68	0.46	Moderate Relationship
Teachers' Task Performance				

Legends:

n : Number of respondents

r-squared: Coefficient of determination.

From the result in table 3, the sample size was 582,  $r = 0.68$  while r-squared was 0.46. The correlation coefficient of 0.68 shows that there is a moderate relationship between effective planning and prioritization and teachers' task performance. So therefore, the answer to research question three indicate that there is a moderate relationship between effective planning and prioritization and teachers' task performance in public senior secondary schools in Rivers State.

### Hypotheses

The following null hypotheses guided the study and to be tested at 0.05 level of significance:

*H01: There is no significant relationship between classroom time and teachers' task performance in public senior secondary schools in Rivers State.*

Table 4: Relationship between classroom time and teachers' task performance

		Teachers' task performance	Classroom time
Teachers' task performance	Pearson Correlation	1	.522**
	Sig. (2-tailed)		.000
	N	582	582
	Pearson Correlation	.522**	1
Classroom time	Sig. (2-tailed)	.000	
	N	582	582

SPSS OUTPUT, 2023.

The SPSS output on Table 4 reveals a correlation coefficient of 0.522\*\* between classroom time and teachers' task performance, indicating a moderate significant relationship between classroom time and teachers' task performance. More so, the probability value (0.000) is less than the critical value (0.05), this shows that there is a moderate significant relationship between classroom time and teachers' task performance. This further implies that the positive correlation coefficient of 0.522 suggests that there is a moderately strong positive relationship between teachers' task performance and the amount of time they spend in the classroom. As classroom time increases, teachers' task performance tends to improve.

*H02: There is no significant relationship between time management for weekly activities and teachers' task performance in public senior secondary schools in Rivers State.*

Table 5: Relationship between time management for weekly activities and teachers' task performance

		Teachers' task performance	Time Management for Weekly Activities
Teachers' task performance	Pearson Correlation	1	.650**
	Sig. (2-tailed)		.000
	N	582	582
	Pearson Correlation	.650**	1
Time Management for Weekly Activities	Sig. (2-tailed)	.000	
	N	582	582

The SPSS output on Table 5 reveals a correlation coefficient of 0.650\*\* between time management for weekly activities and teachers' task performance, indicating that the correlation coefficient measures the strength and direction of the relationship between two variables. In this case, the correlation coefficient between teachers' task performance and time management for weekly activities is 0.650. This value indicates a strong positive correlation between these two variables. The strong positive correlation coefficient of 0.650 suggests that there is a significant and positive relationship between teachers' task performance and their ability to manage their time effectively for weekly activities. In simpler terms, teachers who are better at managing their time for weekly tasks tend to have better task performance.

*H03: There is no significant relationship between effective planning and prioritization and teachers' task performance in public senior secondary schools in Rivers State.*

Table 6: Relationship between Effective Planning and Prioritization and Teachers' Task Performance

		Teachers' task performance	Effective planning and Prioritization
Teachers' task performance	Pearson Correlation	1	.542**
	Sig. (2-tailed)		.000
	N	582	582
Effective planning and Prioritization	Pearson Correlation	.542**	1
	Sig. (2-tailed)	.000	
	N	582	582

The SPSS output on Table 6 reveals a correlation coefficient of 0.542\*\* between effective planning and prioritization and teachers' task performance, indicating that the correlation coefficient measures the strength and direction of the relationship between two variables. In this case, the correlation coefficient between teachers' task performance and effective planning and prioritization is 0.542. This value indicates a moderate positive correlation between these two variables. The Pearson correlation coefficient of 0.542 suggests that there is a significant and positive relationship between teachers' task performance and their ability to effectively plan and prioritize their tasks. This indicates that teachers who excel in planning and prioritization tend to have better task performance. This implies that teachers who are skilled at planning and prioritizing tasks tend to exhibit better task performance.

## 5. Discussion of Findings

From the result in table 1, the sample size was 582,  $r = 0.73$  while  $r$ -squared was 0.53. The correlation coefficient of 0.73 shows that there is a moderate relationship between classroom time and teachers' task performance. So therefore, the answer to research question one states that there is a moderate relationship between classroom time and teachers' task performance in public senior secondary schools in Rivers State. It further revealed that a correlation coefficient of 0.522\*\* between classroom time and teachers' task performance, indicating a moderate significant relationship between classroom time and teachers' task performance. More so, the probability value (0.000) is less than the critical value (0.05), this shows that there is a moderate significant relationship between classroom time and teachers' task performance. This further implies that the positive correlation coefficient of 0.522 suggests that there is a moderately strong positive relationship between teachers' task performance and the amount of time they spend in the classroom. As classroom time increases, teachers' task performance tends to improve. This is in line with Smith et al. (2018) who examined the impact of classroom time on student outcomes and highlighted the positive correlation between increased classroom engagement and improved academic performance. While their study focused on students, it indirectly underscores the importance of effective classroom time management by teachers.

Again, Jones and Brown (2014) explored the factors influencing teacher task performance in a broader educational context. They emphasized the significance of instructional planning, professional development, and effective use of teaching time



as crucial factors impacting teacher performance. The concerns raised by teachers about curriculum coverage align with the emphasis placed by Jones and Brown (2014) on instructional planning. This suggests that schools and educational policymakers should consider providing teachers with more resources and support for curriculum design that accommodates both content delivery and interactive learning experiences.

From the result in table 2, the sample size was 582,  $r = 0.57$  while  $r$ -squared was 0.32. The correlation coefficient of 0.57 shows that there is a positive low relationship between time management for weekly activities and teachers' task performance. So therefore, the answer to research question three states that there is a positive low relationship between time management for weekly activities and teachers' task performance in public senior secondary schools in Rivers State. It further revealed a correlation coefficient of 0.650\*\* between time management for weekly activities and teachers' task performance, indicating that the correlation coefficient measures the strength and direction of the relationship between two variables. In this case, the correlation coefficient between teachers' task performance and time management for weekly activities is 0.650. This value indicates a strong positive correlation between these two variables. The strong positive correlation coefficient of 0.650 suggests that there is a significant and positive relationship between teachers' task performance and their ability to manage their time effectively for weekly activities. In simpler terms, teachers who are better at managing their time for weekly tasks tend to have better task performance. This corresponds with the observations made by Miller and Brown (2009) regarding the relationship between time management and reduced stress. The findings of this study corroborate the conclusions drawn by Robinson and Johnson (2011) regarding the positive outcomes of effective time management. The alignment between their research and the present study underscores the universal applicability of efficient time management practices and their potential to enhance task performance across various professional contexts.

From the result in table 3, the sample size was 582,  $r = 0.68$  while  $r$ -squared was 0.46. The correlation coefficient of 0.68 shows that there is a moderate relationship between effective planning and prioritization and teachers' task performance. So therefore, the answer to research question eight that there is a moderate relationship between effective planning and prioritization and teachers' task performance in public senior secondary schools in Rivers State. It further revealed a correlation coefficient of 0.542\*\* between effective planning and prioritization and teachers' task performance, indicating that the correlation coefficient measures the strength and direction of the relationship between two variables. In this case, the correlation coefficient between teachers' task performance and effective planning and prioritization is 0.542. This value indicates a moderate positive correlation between these two variables. The Pearson correlation coefficient of 0.542 suggests that there is a significant and positive relationship between teachers' task performance and their ability to effectively plan and prioritize their tasks. This indicates that teachers who excel in planning and prioritization tend to have better task performance. This implies that teachers who are skilled at planning and prioritizing tasks tend to exhibit better task performance. However, as always, correlation does not imply causation. Further research would be needed to establish causality and understand the mechanisms through which effective planning and prioritization contribute to improved task performance among teachers. The alignment between your findings and the work of Garcia and Johnson (2017) highlights the role of systematic planning in enhancing

teachers' organizational skills and overall task performance. Structured planning techniques equip teachers to manage their workload efficiently. The connection between task prioritization and reduced stress, as noted by Roberts et al. (2018), emphasizes the psychological benefits of effective planning. Teachers who prioritize tasks experience less pressure, which positively affects their performance and well-being.

## 6. Conclusion

The effective management of time is a critical factor in influencing teachers' task performance in public senior secondary schools in Rivers State. The ability of teachers to allocate and prioritize their time efficiently directly impacts their effectiveness in delivering quality education to students. A well-structured time management approach enables teachers to balance instructional duties, administrative responsibilities, and personal development, leading to improved teaching outcomes and overall school performance. As such, recognizing the importance of time management and providing teachers with the necessary tools and support to enhance their time management skills can significantly contribute to the success of educational institutions in Rivers State.

## 7. Recommendations

Based on the findings of this study, the researchers put forward the following recommendations:

*School principals should encourage teachers to adhere to the allotted time for each lesson and activity, promoting a consistent learning environment.*

*Encourage teachers to allocate sufficient time for lesson planning, grading, and self-improvement activities.*

*Offer training workshops on effective planning and prioritization techniques for teachers.*

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