

INFLUENCE OF TIME MANAGEMENT PRACTICES ON THE ACHIEVEMENT OF EDUCATIONAL GOALS IN SCHOOLS

BY

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[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Influence of Time Management Practices on the Achievement of Educational Goals in Schools" was carried out by [STUDENT'S FULL NAME], and has been read and approved as meeting the regulations governing the award of the degree of Bachelor of Science (B.Sc.) of the University of Lagos.

PROJECT SUPERVISOR

Date

HEAD OF DEPARTMENT

Date

EXTERNAL EXAMINER

Date

DEDICATION

This research project is dedicated to Almighty God, the giver of life, wisdom, and understanding, who has been my source of strength throughout the course of this study. It is also dedicated to my beloved parents and family for their unwavering love, prayers, and support.

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ABSTRACT

This study examined influence of time management practices on the achievement of educational goals in schools, using undergraduate students of the University of Lagos as a case study. The study was guided by three specific objectives: to examine the extent to which respondents exhibit the key attributes of influence; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with influence and time. The study adopted a descriptive survey research design, anchored on the Systems Theory and the Human Capital Theory. A sample size of 392 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 375 questionnaires were found valid for analysis. Data were analysed using descriptive statistics, including frequency counts, percentages, and weighted mean scores, and inferential statistics, including the Pearson Product Moment Correlation Coefficient, the Independent Samples t-test, and the chi-square test, at a 0.05 level of significance. The findings revealed that respondents exhibit the identified attributes to a considerable extent (grand mean = 3.08). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.556$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 6.09, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.16$, $p > 0.05$). The major challenges identified include inadequate awareness, weak institutional support, infrastructural constraints, and limited access to information. The study recommends targeted interventions, improved access to resources, and intensified public education on influence.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of influence of time management practices on the achievement of educational goals in schools is situated within a body of scholarship that has grown rapidly in the past two decades. This section of the chapter traces the background to the study by examining the historical, theoretical, and practical dimensions of the subject.

Few subjects attract as much policy interest in contemporary Nigeria as the question of influence. Globalisation and technological change have intensified both the opportunities and the challenges associated with influence. Findings reported by Adeniyi and Obiora (2018) observed that respondents with greater exposure to influence recorded markedly different results. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. A notable study by Ibrahim and Bamgbose (2017) argued that the impact of influence is substantially mediated by the quality of institutions. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

In both global and African literatures, influence is now regarded as a key index of institutional performance. Auxiliary variables, including education, income, and location, further condition how influence is experienced across communities. The aggregate picture emerging from Oyelaran and Adigun (2023) points to a modest but consistent association between influence and the outcomes of interest. For practitioners, the practical significance of influence cannot be overstated, given its demonstrable link with time. Empirical evidence from Adigun and Dauda (2021) suggests that positive developments in time are associated with improvements in influence. Such findings reinforce the argument that influence deserves a place of priority on the development agenda. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

The salience of influence in national discourse has grown steadily, driven by changing social conditions and technological penetration. Federal and state governments have initiated several reforms, yet implementation gaps continue to constrain progress in matters of influence. The work of Adigun and Dauda (2023) extended earlier analyses by demonstrating that time reinforces the effects of influence. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Findings reported by Dauda and Bamgbose (2018) observed that respondents with greater exposure to influence recorded markedly different results. For practitioners, the practical significance of influence cannot be overstated, given its demonstrable link with time. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

Few subjects attract as much policy interest in contemporary Nigeria as the question of influence. Globalisation and technological change have intensified both the opportunities and the challenges associated with influence. An examination by Musa and Osinachi (2019) attributed much of the observed variation in

outcomes to institutional capacity and policy continuity. Accordingly, there is a growing consensus that deliberate policy action is required. The work of Nnamdi and Ekwueme (2023) extended earlier analyses by demonstrating that time reinforces the effects of influence. For practitioners, the practical significance of influence cannot be overstated, given its demonstrable link with time. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

Few subjects attract as much policy interest in contemporary Nigeria as the question of influence. Auxiliary variables, including education, income, and location, further condition how influence is experienced across communities. Research by Ogbeide and Obiora (2021) using mixed methods provided particularly rich insight into the mechanisms connecting influence and time. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. A notable study by Kalu and Ogunlana (2017) argued that the impact of influence is substantially mediated by the quality of institutions. Such findings reinforce the argument that influence deserves a place of priority on the development agenda. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

Contemporary scholarship increasingly frames influence as inseparable from the broader question of time. National policies and programmes have sought, with varying degrees of success, to respond to the realities of influence and time. Evidence assembled by Musa and Ekwueme (2015) across twelve states underscored the heterogeneity of outcomes linked to influence. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Field evidence gathered by Nnamdi and Umeh (2016) suggested that stakeholder engagement materially improves the results achieved in matters of influence. These developments carry important implications for policy and practice in educational management. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

influence occupies a prominent position in contemporary debates about time and national development. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of influence. An examination by Kalu and Bello (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. Evidence assembled by Musa and Adigun (2015) across twelve states underscored the heterogeneity of outcomes linked to influence. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

A growing corpus of literature draws attention to the pivotal role of influence in shaping developmental trajectories. Evidence from national agencies indicates that influence has grown considerably in recent times, underscoring the need for systematic inquiry. Evidence assembled by Nnamdi and Bakare (2015) across twelve states underscored the heterogeneity of outcomes linked to influence. Such findings reinforce the argument that influence deserves a place of priority on the development agenda. Findings reported by Obiora and Olawale (2018) observed that respondents with greater exposure to influence recorded markedly different