

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

BY

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BEING A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL MANAGEMENT,
FACULTY OF EDUCATION, UNIVERSITY OF LAGOS, AKOKA, LAGOS STATE

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF SCIENCE (B.Sc.)
DEGREE IN EDUCATIONAL MANAGEMENT

[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.

ACKNOWLEDGEMENT

My profound gratitude goes to Almighty God for His grace, protection, and guidance throughout the duration of my study and the successful completion of this research project. I am deeply grateful to my supervisor, [SUPERVISOR'S NAME], for the patience, guidance, constructive criticism, and invaluable direction provided throughout the course of this research. I also wish to appreciate the Head of Department, the lecturers of the Department of Educational Management, and my course mates for their support and friendship. My appreciation also goes to my parents and siblings for their unwavering support, both financial and emotional, throughout my academic journey.

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