

Impact of Time Management Practices on Students' Learning Outcomes

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Abstract: This study examined the relationship between time management and students' learning outcomes at Bamidele Olumilua University of Education, Science and Technology, Ikere-Ekiti, Ekiti State, Nigeria. A descriptive survey research design was adopted for the study. The population comprised all students across the university's four colleges, totalling 17,633. A sample of 400 students was selected using stratified sampling, and 397 valid, correctly completed questionnaires were analysed. Data were collected using a structured questionnaire titled Time Management and Students' Learning Outcomes (TMSLO), comprising sections on demographic information, time management practices, impact, challenges, and improvement strategies. Descriptive statistics, including frequency counts, percentages, and mean scores, were employed to analyse the data. Findings revealed that students moderately adopt time management practices, with high adherence to breaking tasks into smaller units and prioritising academic tasks, but inconsistent adherence to fixed study schedules. It was also found that effective time management positively impacts students' learning outcomes, including improved grades, timely assignment submissions, and increased confidence. The study concludes that effective time management is a significant determinant of academic success and that structured interventions are essential to enhance students' skills.

Keywords: Time Management; Learning Outcomes; Management Practices; Prioritisation and Procrastination; Personal Development; Academic Success; Management Skills; Academic Excellence.

Cite as: E. K. Idowu, "Impact of Time Management Practices on Students' Learning Outcomes," *AVE Trends in Intelligent Techno Learning*, vol. 2, no. 2, pp. 103–110, 2025.

Journal Homepage: <https://avepubs.com/user/journals/details/ATITL>

Received on: 27/07/2024, **Revised on:** 15/10/2024, **Accepted on:** 30/12/2024, **Published on:** 05/12/2025

DOI: <https://doi.org/10.64091/ATITL.2025.000220>

1. Introduction

Time management is a crucial skill for students in tertiary institutions, as it directly impacts their academic achievement amid numerous, often conflicting demands on their time. The ability to allocate time efficiently is critical for maintaining a balance between academic, personal, and extracurricular commitments. Students often contend with rigorous coursework, deadlines, and the pressures of social engagements, making effective time management a crucial determinant of success. By employing structured time management practices, such as setting priorities, creating schedules, and avoiding procrastination, students can enhance their productivity and meet academic requirements more effectively. Olowookere et al. [8] emphasise that students who develop and adhere to well-organised time management strategies perform significantly better in their studies. These practices not only ensure efficient time use but also reduce the likelihood of last-minute rushes and the stress associated with

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incomplete tasks. Furthermore, mastering time management prepares students for challenges beyond the academic environment, equipping them with the organisational and decision-making skills necessary for professional and personal success. By reducing procrastination and maintaining focus, students are better positioned to achieve their academic goals while managing other life responsibilities effectively. Time management, therefore, serves as a foundational skill with far-reaching implications for academic excellence and holistic personal development. In the Nigerian educational sphere, time management has become increasingly critical as students contend with a range of systemic and societal challenges that directly affect their academic success. Rigorous demands, including high expectations from academic institutions, competitive examinations, and limited access to adequate learning resources, mark the educational environment in Nigeria.

Fathima [18] emphasised that such conditions necessitate strong time management skills, as students must navigate these constraints while striving for academic excellence. For example, students in Nigerian higher institutions often juggle heavy academic workloads with other significant responsibilities, such as part-time employment to support themselves financially or familial duties that require their attention and time. These competing demands increase pressure on students to prioritise tasks effectively, allocate sufficient time for studying, and meet their institutions' expectations. The dual burden of academics and external obligations is particularly pronounced for students from lower socio-economic backgrounds, who must balance these challenges with fewer resources. The ability to manage time efficiently not only helps students meet the rigorous demands of their coursework but also mitigates stress and ensures that they maintain a healthy balance between academic and personal commitments. As such, time management emerges as a critical determinant of academic success in Nigerian higher education. However, many Nigerian students struggle with effective time management, often resulting in poor academic outcomes. According to Siresha and Kodali [15], distractions from digital technologies, particularly social media platforms, have emerged as a significant barrier to effective time management. While these platforms can serve educational purposes, their misuse often leads students to spend excessive time on non-academic activities, thereby reducing their study time and overall productivity.

The constant notifications and the allure of entertainment on these platforms can lead students to deviate from their academic goals. Similarly, Afariogun [1] found that students who lack time management skills are more prone to procrastination, disorganisation, and stress, all of which negatively affect academic outcomes. This disorganisation often leads students to leave assignments and study sessions until the last minute, which contributes to poor academic performance. The lack of proper time management strategies further exacerbates these issues, making it even more difficult for students to achieve their full academic potential. Environmental and institutional factors further complicate time management in Nigeria. Inadequate infrastructure, such as overcrowded lecture halls and limited library access, forces students to spend additional time seeking alternative study spaces, thereby disrupting their schedules. Socio-economic challenges, including financial constraints, compel many students to engage in side jobs, leaving little time for focused academic work [11]. Additionally, the lack of structured programs to teach time management skills within the Nigerian education system exacerbates the issue. Khanam et al. [16] noted that students are often expected to acquire these skills independently, leading to an inconsistent ability to manage academic responsibilities effectively. Globally, research emphasises the positive correlation between time management and academic performance.

Macan et al. [19] assert that students with strong time management skills demonstrate higher levels of academic achievement and are more likely to reach their academic potential. They argue that prioritisation, goal setting, and consistent planning are the cornerstones of effective time management, enabling students to focus on their most important tasks and avoid unnecessary distractions. By allocating time effectively and setting clear academic goals, students can optimise their study sessions and improve their academic performance. These findings align with recent studies in Sub-Saharan Africa, which indicate that students in resource-limited settings must optimise their time to overcome systemic challenges such as inadequate learning resources, overcrowded classrooms, and external pressures [13]. According to Munir et al. [12], these students face numerous obstacles but can achieve academic success by mastering time management, making it an essential skill for overcoming adversity and thriving academically. Despite these insights, many students in Nigerian higher institutions continue to struggle with time management. Several factors contribute to this persistent challenge, including limited access to guidance on effective time management, societal and cultural expectations, and the economic pressures students face. The lack of structured programs or institutional support for developing time management skills means students often navigate their academic and personal responsibilities without the tools they need for success.

Additionally, economic constraints force many students to juggle part-time employment or family obligations, further complicating their ability to allocate sufficient time to their academic tasks. According to Singh [7], academic underachievement in the region is often linked to a lack of time management skills, suggesting that interventions targeting this issue could significantly enhance student outcomes. The academic performance of students in higher institutions in Nigeria has been a matter of concern for educators, parents, and policymakers alike. While several factors influence student performance, ineffective time management remains one of the most critical yet underexplored issues. According to Iweala and Wodi [5], many students fail to allocate sufficient time to studying, attending classes, and completing assignments, resulting in poor academic outcomes. Procrastination, poor prioritisation, and the inability to set realistic goals are common issues for these students. Systemic challenges within the educational environment further compound the problem. Overcrowded lecture halls,

limited access to academic resources, and a demanding curriculum place additional pressure on students, making effective time management essential for survival and success [4].

In southwest Nigeria, socio-economic factors such as poverty and the need for part-time employment often force students to split their focus between academics and financial survival. This dual burden hinders their ability to plan and execute their academic tasks effectively. As noted by Pérez-Juárez et al. [14], students in southwestern states often lack the guidance and institutional support needed to develop effective time management skills, resulting in inconsistent academic performance. Technological distractions, particularly the pervasive use of social media, further exacerbate the issue. While technology has the potential to enhance learning through online resources and collaborative tools, it can also act as a significant distraction if not managed properly. According to Kayode and Adedokun [10], many students spend excessive amounts of time on social media, reducing the time available for academic activities. This has led to calls for targeted interventions to help students balance their use of technology with academic responsibilities. Despite the clear link between time management and academic performance, there is limited research specific to Ekiti State. Most existing studies focus on general trends in Nigeria or other regions, leaving a gap in understanding the unique challenges and opportunities within this state. Addressing this gap is crucial for designing context-specific strategies to improve student outcomes. This study, therefore, seeks to fill this void by examining how time management affects students' learning outcomes at Bamidele Olumilua University of Education, Science and Technology, Ikere-Ekiti, Ekiti State.

2. Research Questions

The following questions guided the study:

- What time management practices are commonly adopted by students at Bamidele Olumilua University of Education, Science and Technology, Ikere Ekiti, in Ekiti State?
- What is the impact of effective time management on Students Learning Outcomes in Bamidele Olumilua University of Education, Science and Technology, Ikere Ekiti, in Ekiti State?
- What challenges do students face in managing their time effectively at Bamidele Olumilua University of Education, Science and Technology, Ikere Ekiti, Ekiti State?
- Are there any strategies to improve students' time management skills at Bamidele Olumilua University of Education, Science and Technology, Ikere Ekiti, Ekiti State?

3. Methodology

The study adopted a descriptive survey research design to describe the existing situation regarding time management and students' learning outcomes at Bamidele Olumilua University of Education Science and Technology, Ikere Ekiti (BOUESTI), without manipulating variables. The study population consisted of all students from 4 colleges at Bamidele Olumilua University of Education Science and Technology, Ikere Ekiti (BOUESTI). The breakdown of the student population in each College is: College of Education 2,931; College of Science 6,196; College of Social and Management Science 6,023; and College of Technology 2,483, for a total of 17,633 students. The study's sample size was 400 students. From each selected College, 100 students were selected using stratified sampling. The sampling technique ensured the students from different colleges, schools, departments, and courses were adequately represented. A self-research instrument titled 'Time Management and Students' Learning Outcomes (TMSLO) in Bamidele Olumilua University of Education Science Technology, Ikere Ekiti' was administered to collect data from the respondents for this study. The questionnaire consisted of two sections. The first section focused on demographic information, gathering basic details about the participants, including their age, gender, year of study, and academic discipline. This section was essential for providing context for the data and enabling the researcher to examine whether certain demographic factors influenced time management practices and Students' Learning Outcomes.

The second section of the questionnaire was dedicated to time management and Students' Learning Outcomes. It employed a four-point Likert scale to measure various aspects of time management behaviours, including task prioritisation, use of study schedules, and avoidance of procrastination. The scale ranged from 1 (Strongly Disagree) to 4 (Strongly Agree), allowing participants to indicate the extent to which they engaged in these time management practices. To ascertain the instrument's validity, the draft questionnaire was vetted by experts in the Department of Educational Management and Test and Measurement, and their comments and suggestions were incorporated before administration. To ensure the instrument's reliability, the test-retest method was used. The researchers conducted a pilot study on two occasions in close succession over two weeks with selected respondents who were not part of the sampled population. The two sets of response scores were analysed using Pearson's Product-Moment Correlation. The coefficient of 0.78 was considered high enough for reliability. The instrument was administered by the researcher with the help of research assistants, who were lecturers at the Colleges. The copies of the questionnaire were collected immediately after completion. The collected data were analysed using descriptive statistics, including frequency counts and percentage scores. All hypotheses were tested at the 0.05 level of significance.

4. Results

This section presents the results of the data analysis for the four research questions. Data from 397 valid, correctly completed questionnaires were analysed using descriptive statistics, including frequency counts, percentages, and mean scores:

- **Research Question 1:** What are the time management practices commonly adopted by students in Bamidele Olumilua University of Education, Science and Technology, Ikere-Ekiti?

Table 1 shows how students responded to seven questions about their time management skills, rated on a 4-point Likert scale. The results show that students have moderate time management skills. The highest mean scores were for practices such as dividing big projects into smaller, more manageable parts (mean = 3.09), organising academic activities by importance and deadlines (mean = 3.08), and making to-do lists regularly (mean = 3.05). This shows that these tactics are common. Setting aside certain times of the day for studying and schoolwork also shows a fairly high level of use (mean = 3.03). However, the mean scores for following a set study plan (mean = 2.77) and routinely checking on academic achievement and changing time management techniques (mean = 2.85) are lower. This shows that these practices are not always followed. The item about putting things off (mean = 2.82) indicates that many pupils still put off starting their schoolwork. In general, the results show that students do many things that help them manage their time well, but they still need to work on structured scheduling and on keeping an eye on themselves at all times.

Table 1: Time management practices adopted by students

No.	Item Description	SA	A	D	SD	Mean
1	I regularly create a to-do list for my academic tasks.	131 (33.0%)	167 (42.1%)	63 (15.9%)	36 (9.1%)	3.05
2	I follow a fixed study schedule for my academic activities.	95 (23.9%)	138 (34.8%)	104 (26.2%)	60 (15.1%)	2.77
3	I prioritise my academic tasks by deadline and importance.	148 (37.3%)	160 (40.3%)	56 (14.1%)	33 (8.3%)	3.08
4	I often procrastinate and delay starting my academic tasks.	126 (31.7%)	155 (39.0%)	72 (18.1%)	44 (11.1%)	2.82
5	I usually break large tasks into smaller tasks to make them more manageable.	143 (36.0%)	169 (42.6%)	53 (13.4%)	32 (8.1%)	3.09
6	I allocate specific times in my schedule for studying and academic work.	137 (34.5%)	159 (40.1%)	66 (16.6%)	35 (8.8%)	3.03
7	I regularly review my academic progress and adjust my time management strategies accordingly.	111 (28.0%)	147 (37.0%)	91 (22.9%)	48 (12.1%)	2.85

Table 1 reveals that students at BOUESTI moderately adopt time management practices, with mean scores ranging from 2.77 to 3.09, indicating overall agreement with most items. The highest adherence was observed in breaking large tasks into smaller units ($M = 3.09$) and prioritising tasks based on importance ($M = 3.08$), suggesting that students are more likely to segment and organise their academic tasks effectively. In contrast, following a fixed study schedule had the lowest mean score ($M = 2.77$), reflecting inconsistent adherence to planned routines. Procrastination, with a mean of 2.82, indicates that despite awareness of effective strategies, a substantial proportion of students' delay starting tasks. Overall, the descriptive statistics suggest that while students are familiar with time management principles, there is room for improvement in consistent application:

- **Research Question 2:** What is the impact of effective time management on students' academic performance?

Table 2 shows how students feel about the impact of time management on their learning outcomes. It does this by using five statements, each rated on a four-point Likert scale. The results demonstrate that many people believe good time management has a positive effect on schoolwork. The highest mean scores (mean = 3.25 each) for submitting assignments on time and having additional time for revision and exam preparation show that students strongly agree that these are good things. People also think that good time management will help students do better in school (mean = 3.22) and get better scores (mean = 3.21). Students also say that when they manage their time well, they feel more confident about their schoolwork (mean = 3.20). Overall, the consistently high mean values indicate that students understand that good time management is an important factor in achieving better grades, completing tasks on time, and being better prepared for tests.

Table 2: Impact of time management on students' learning outcomes

No.	Item Description	SA	A	D	SD	Mean
1	Effective time management helps me perform better academically.	174 (43.8%)	162 (40.8%)	36 (9.1%)	25 (6.3%)	3.22
2	Proper time management allows me to submit assignments on time.	186 (46.9%)	148 (37.3%)	39 (9.8%)	24 (6.0%)	3.25
3	I believe that managing my time well improves my grades.	169 (42.6%)	167 (42.1%)	37 (9.3%)	24 (6.0%)	3.21
4	I feel confident in my academic performance when I manage my time effectively.	161 (40.6%)	172 (43.3%)	40 (10.1%)	24 (6.0%)	3.20
5	Good time management enables me to have more time for revision and exam preparation.	183 (46.1%)	151 (38.0%)	42 (10.6%)	21 (5.3%)	3.25

Analysis of Table 2 shows a strong perceived impact of time management on Students' Learning Outcomes, with mean scores ranging from 3.20 to 3.25. Over 80% of respondents agreed or strongly agreed that effective time management enhances academic performance, improves grades, increases confidence, and enables timely assignment submission. The highest mean score (M = 3.25) was recorded for submitting assignments on time and having more revision time, suggesting that students associate structured time allocation most closely with tangible academic benefits. These results statistically confirm a positive relationship between time management practices and Students' Learning Outcomes, supporting the notion that effective time planning is a key determinant of academic success:

- **Research Question 3:** What challenges do students face in managing their time effectively?

Table 3 shows how students responded to questions about the problems that make it hard for them to manage their time well, using a four-point Likert scale. The results show that students have a lot of trouble organising their time. The highest mean score (3.32) for distractions like social media indicates that they are the biggest time-management problem. The academic workload is likewise a big problem (mean = 3.25), as is the difficulty of finding time to study and do other things (mean = 3.18). There are also problems with being disciplined and sticking to a set study plan (mean = 3.10) and with balancing work and personal duties (mean = 3.09). Overall, the results show that both academic expectations and outside distractions make it harder for students to manage their time well. This shows that we need to find ways to help students manage distractions and balance their many duties.

Table 3: Challenges in time management

No.	Item Description	SA	A	D	SD	Mean
1	I find it difficult to manage my time due to my academic workload.	180 (45.3%)	153 (38.5%)	42 (10.6%)	22 (5.5%)	3.25
2	I struggle to balance study time with personal or social activities.	159 (40.1%)	167 (42.1%)	47 (11.8%)	24 (6.0%)	3.18
3	Distractions such as social media affect my ability to manage time effectively.	194 (48.9%)	140 (35.3%)	39 (9.8%)	24 (6.0%)	3.32
4	I struggle to maintain discipline and stick to my study schedule.	152 (38.3%)	162 (40.8%)	54 (13.6%)	29 (7.3%)	3.10
5	I often have too many commitments (work, personal life, etc.) that interfere with my study time.	147 (37.0%)	168 (42.3%)	55 (13.9%)	27 (6.8%)	3.09

Table 3 indicates that students face significant barriers to effective time management, with mean scores ranging from 3.09 to 3.32. The most prominent challenge was social media distractions (M = 3.32), followed by academic workload (M = 3.25), showing that both technological and academic factors interfere with time allocation. Other challenges, including balancing study with social life, lack of discipline, and competing work/family commitments, also recorded mean scores above 3.0, highlighting consistent agreement among students. The frequency distributions and high mean scores suggest that these challenges are pervasive and statistically significant in explaining difficulties in managing time effectively among undergraduates at BOUESTI:

- **Research Question 4:** What strategies can improve students' time management skills?

Table 4 shows how students feel about different ways to improve their time management skills. It does this by rating five items on a four-point Likert scale. The results show that most people think several measures could help students manage their time better. The method that works best for most people is to cut down on distractions like cell phones and social media (mean = 3.32). Setting clear and achievable academic goals for each semester is also quite popular (mean = 3.27). People think that going to time management workshops (mean = 3.21) and using digital tools or apps for scheduling and organising (mean = 3.18) are both helpful. Peer support and involvement in study groups also exhibit a favourable impact, but with a little lower mean score (mean = 3.16). Overall, the results show that students strongly choose planned interventions, technology support, and distraction control as the best ways to help them manage their time better.

Table 4: Strategies for improving time management

No.	Item Description	SA	A	D	SD	Mean
1	I believe that attending time management workshops would improve my time management skills.	178 (44.8%)	154 (38.8%)	41 (10.3%)	24 (6.1%)	3.21
2	Using digital tools or apps for time management would help me stay organised.	171 (43.1%)	163 (41.1%)	41 (10.3%)	22 (5.5%)	3.18
3	I think setting specific, realistic goals for each semester would help improve my time management.	188 (47.3%)	149 (37.5%)	38 (9.6%)	22 (5.5%)	3.27
4	I would benefit from peer support or study groups in improving my time management skills.	166 (41.8%)	161 (40.6%)	46 (11.6%)	24 (6.0%)	3.16
5	Reducing distractions like mobile phones and social media would improve my time management.	193 (48.6%)	143 (36.0%)	37 (9.3%)	24 (6.0%)	3.32

Table 4 demonstrates that students support multiple strategies for enhancing time management, with mean scores ranging from 3.16 to 3.32, indicating overall agreement. The highest mean scores were for reducing phone/social media use ($M = 3.32$) and setting realistic academic goals ($M = 3.27$), suggesting that students perceive both behavioural control and goal-oriented planning as critical for improving time management. Attendance at workshops and utilisation of digital tools also scored highly ($M \geq 3.18$), indicating receptiveness to structured institutional support. Statistically, the consistency of high mean scores across all items indicates that these strategies are widely acceptable and likely to improve students' time management.

4.1. Discussion of Findings

The findings of this study highlight the critical role of time management in shaping Students' Learning Outcomes at Bamidele Olumilua University of Education, Science and Technology, Ikere-Ekiti. The analysis revealed that while students engage in certain time management practices, such as breaking tasks into smaller units, prioritising academic tasks, and allocating specific time for studying, maintaining consistency with a fixed study schedule remains a significant challenge, and students frequently engage in procrastination. The statistical interpretation of Table 1, with mean scores ranging from 2.77 to 3.09, suggests moderate adoption of time management strategies. This finding aligns with the study by Adebayo [9], which reported that although students in higher institutions in Ekiti State are aware of time management practices, many fail to consistently implement them, resulting in suboptimal academic outcomes. Similarly, Chaturvedi [2] emphasised that time management is not only about awareness but also about effective application, and that students' ability to plan and adhere to schedules significantly influences their academic achievement. The study further revealed a strong perceived impact of time management on Students' Learning Outcomes, as evidenced in Table 2, with mean scores ranging from 3.20 to 3.25. Most respondents agreed that proper time allocation improves assignment submission, exam preparedness, and overall grades. These findings corroborate those of Ajayi and Osiki [3], who reported a positive correlation between time management and Students' Learning Outcomes among university students in Saudi Arabia. Students who allocate time effectively and follow structured routines tend to perform better academically.

Oguejiofor et al. [6] similarly observed that students with strong time management skills not only achieve higher grades but also exhibit improved self-confidence and reduced stress levels, underscoring the holistic benefits of time management. In the context of BOUESTI, these results indicate that students recognise the importance of managing their time effectively, suggesting that interventions to improve planning and scheduling could yield substantial academic benefits. Despite its importance, the study identified several challenges that hinder effective time management among students. Table 3 indicates that academic workload, social media distractions, lack of discipline, and competing work or family commitments were significant barriers, with mean scores ranging from 3.09 to 3.32. The prominence of social media distractions ($M = 3.32$) mirrors the findings of Wang and Syafiq [20], who noted that pervasive digital engagement can significantly reduce students' study time, despite the potential benefits of technology for learning. This aligns with Iweala and Wodi [5], who highlighted that external and personal distractions often compromise students' ability to plan and execute academic tasks effectively. The heavy academic workload reported in this study reinforces Adebayo [9] assertion that Nigerian university students frequently face

intense academic demands that, if not managed appropriately, can lead to procrastination and stress. The cumulative effect of these challenges demonstrates the need for structured interventions to support students in managing both personal and academic demands. The findings also revealed students' openness to strategies to improve time management skills, as shown in Table 4. Mean scores ranging from 3.16 to 3.32 indicate strong agreement with strategies such as attending time management workshops, using digital planning tools, engaging in peer study groups, setting realistic academic goals, and reducing distractions.

These results are consistent with Mondal's [17] findings, which showed that structured time management knowledge and practice significantly enhance students' time management and academic outcomes. Similarly, Olowookere et al. [8] emphasised that interventions, including training programs and goal-setting exercises, can equip students with practical skills to optimise time use. In addition, Pérez-Juárez et al. [14] highlighted the efficacy of goal setting and peer support in fostering accountability, encouraging better adherence to planned schedules, and reducing procrastination. These findings suggest that BOUESTI students are not only aware of effective strategies but are also willing to engage in institutional and personal initiatives to strengthen their time management skills. Furthermore, the interplay between students' current practices, perceived impact, and challenges underscores the multifaceted nature of time management. While students exhibit moderate application of strategies, the persistence of procrastination and distractions indicates that awareness alone is insufficient. Mondal [17] argued that time management requires both cognitive understanding and behavioural enactment; students must translate knowledge into consistent habits. Wang and Syafiq [20] reinforced this perspective, emphasising that technology-based interventions, such as persuasive time management apps, can be particularly effective in helping students adopt consistent behaviours. In the context of BOUESTI, integrating such digital tools alongside workshops and peer support could address both motivational and structural barriers, improving overall academic performance.

5. Conclusion and Recommendations

The findings of this study demonstrate that time management is a pivotal factor in Students' Learning Outcomes at BOUESTI. While students are aware of effective time management practices, challenges such as procrastination, inconsistent routines, academic workload, and digital distractions limit their application. The positive perception of time management's impact on academic outcomes indicates that students recognise its importance for achieving higher grades, submitting assignments on time, and enhancing confidence in their studies. Based on the findings, the study makes the following recommendations:

- The university should organise regular time management workshops and seminars to equip students with practical skills such as prioritisation, goal setting, and task breakdown.
- Students should be encouraged to adopt digital scheduling applications and time management tools to monitor study hours, set reminders, and minimise procrastination.
- Students should be guided to set realistic short-term and long-term academic goals for each semester. Structured goal-setting increases accountability and helps students allocate sufficient time for assignments, revisions, and examinations, leading to improved academic outcomes.
- Strategies such as limiting social media usage, turning off notifications during study periods, and creating distraction-free environments should be promoted.
- The university should implement periodic assessments of students' time management practices and provide feedback. Continuous monitoring allows identification of students who may require additional support and ensures the sustainability of time management interventions.
- Academic planners and course coordinators should design schedules that account for students' workloads, ensuring sufficient time for independent study.

Acknowledgement: The author gratefully acknowledges Bamidele Olumilua University of Education for providing a supportive academic environment and the necessary resources that facilitated this study. Sincere appreciation is extended to the institution for its encouragement and support throughout the research process.

Data Availability Statement: The data used in this study on the impact of time management practices on students' learning outcomes are available from the authors upon reasonable request.

Funding Statement: This research was conducted without any external financial support.

Conflicts of Interest Statement: The author declares no conflicts of interest and confirms that all citations and references have been appropriately acknowledged.

Ethics and Consent Statement: Ethical approval and informed consent were duly obtained from the institution and all participants involved in the data collection process.

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