

TIME MANAGEMENT AND INFORMATION OVERLOAD MANAGEMENT AMONG PRIVATE SECONDARY SCHOOL STUDENTS IN KWARA STATE, NIGERIA.

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ABSTRACT

Effective time management is crucial for everyone, as poor time management often leads to procrastination and unfinished tasks. Individuals who fail to manage their time efficiently may struggle to complete their responsibilities promptly, leaving many tasks unattended or partially completed. Information overload, characterized by an overwhelming amount of information to process at any given time, has become increasingly prevalent due to technological advancements. This study utilized a descriptive research design, administering 419 questionnaires, of which 392 (93.5%) were properly completed and used for data analysis. The findings indicate that students experience significant information overload and generally struggle with time management, often leading to procrastination. The study also found a strong positive and significant relationship between time management and information overload among private secondary school students in Ilorin, Kwara State.

Keywords: Time management, information overload and Secondary school students.

Introduction

Time is a critical resource for everyone, influencing how individuals engage in various activities. Akomolafe et al. (2023) highlight that time is perhaps the most valuable resource because it cannot be duplicated, inherited, or sold. Every human activity is time-sensitive, especially when it comes to achieving specific goals. To meet these goals, individuals must effectively manage their time. Effective time management can significantly enhance the quality of life. Sushila (2018) explains that proficiency in time management leads to a better quality of life, both personally and within the household. Therefore, it is essential for individuals to learn and develop the necessary skills for managing time. In an educational context, both teachers and students must engage in time management. According to Ayeni (2020), instructional time management involves organizing tasks into 'to-do' lists (what needs to be taught), 'can-do' lists (preparing the right conditions for learning), and 'must-do' lists (using appropriate systems and resources for teaching). These lists are carefully planned based on content knowledge, skills, experience, and timeframes, and are continuously reviewed to ensure quality in teaching and learning, ultimately leading to the achievement of academic goals.

The rapid growth of information in recent times, driven largely by technological advancements, cannot be overstated. Various tools, primarily information technology-based, facilitate the easy distribution of information (Oke and Olawuyi, 2016; Olawuyi, 2022). This surge in information contributes to what is known as information

overload, which refers to the excessive amount of information that exceeds what an individual can process at a given time. Technological innovations have further amplified the availability of information. Currently, the amount of information produced every two days is estimated to be equivalent to the total information generated from the beginning of human civilization until 2023 (Jackson and Farzaneh, 2012). It is undeniable that a vast amount of information is produced and consumed in educational settings, particularly in secondary schools. As secondary school students encounter significant volumes of information during their academic pursuits, it becomes crucial for them to develop time management skills to focus on the most relevant information. This need forms the basis of the present study.

While there are numerous studies on information overload and time management, such as Suhaimi and Hussin's (2017) examination of the influence of information overload on students' academic performance, Oladejo et al.'s (2023) exploration of information overload and students' attitudes towards plagiarism in three theological institutions in South-West Nigeria, and Nasrullah and Khan's (2015) investigation of the impact of time management on students' academic achievements, there is a notable gap in the literature regarding the relationship between information overload and time management among secondary school students. The objectives of this study are to: 1) Examine time management among secondary school students and 2) Investigate information overload among secondary school students.

Literature Review

Time Management in Schools

Time management involves the effective allocation and monitoring of time to complete tasks. According to Sushila (2018), good time management, which

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includes setting priorities and monitoring time usage, can lead to greater success, reduced stress, and improved task efficiency. It also helps maintain balance and supports academic achievement. The benefits of time management are multifaceted, including punctuality, better organization, increased morale, and higher confidence levels. Individuals who adhere to time management plans are more likely to achieve their goals in a shorter time, leading to less stress and anxiety. Moreover, effective time management allows for better planning and prioritization, ensuring that essential tasks are completed promptly, leaving time for personal and social activities. These benefits, however, can only be realized through discipline and commitment.

In the context of secondary schools, time management is crucial for both students and educators. Ayeni (2020) emphasized that effective time management in schools involves deliberate efforts by school principals to prioritize essential tasks and allocate time and resources accordingly. School leaders, through their actions, set an example for other staff members. Principals demonstrate instructional leadership by guiding and evaluating teachers, planning lessons, utilizing instructional materials, managing classrooms, and providing feedback, all while avoiding time-wasting activities (Ayeni and Afolabi, 2012). This structured approach to time management ensures that educational goals are met and that students receive a high-quality education.

Students' Time Management

Students are expected to manage their time effectively to complete assignments, prepare for tests and exams, and balance academic work with extracurricular activities. Khan et al. (2020) noted that many students struggle to meet deadlines due to poor time management skills, while others excel because they have received training in time management. The lack of these skills often leads to procrastination, poor focus, and incomplete assignments. Chaturvedi (2016) argued that students often lack the ability to organize tasks based on their importance, leading to confusion and avoidance of responsibilities. Chanpisut (2018) added that students must adopt time management principles to achieve their academic goals and participate in extracurricular activities without compromising their academic performance.

Time management is a significant predictor of academic success. As Chanpisut (2018) pointed out, students who manage their time well are more likely to excel academically, while those who do not may struggle with low grades or even failure. Elenwo and Wike (2024) emphasized that time is a limited resource in education, with high demand but restricted supply. Therefore, scheduling time effectively is essential for achieving good outcomes.

Proper time management includes setting goals, identifying critical tasks, and allocating appropriate resources to achieve those goals (Claessens et al., 2007; Claessens et al., 2009). Cyril (2015) noted that time management is particularly important for students with busy schedules, as it helps them stay organized, focused, and prepared for their academic and personal lives.

Effective time management allows students to accomplish more in less time by maintaining focus and avoiding unnecessary distractions (De Jesus and Garcia, 2023). Indicators of good time management include organization, planning, and scheduling, all of which contribute to a student's success in the classroom (Olivo, 2021). Teachers who are skilled in time management can also engage in activities that enhance both their educational and life skills. Time management involves the productive and efficient use of time, which is essential for students to excel academically. However, many students lack these skills, which negatively impacts their academic performance and overall well-being.

Information Overload

Information overload occurs when an individual is overwhelmed by the amount of information they receive, leading to confusion, distraction, and difficulty in making decisions. Debra (2018) described information overload as a form of sensory overload that can cause stress and reduce responsiveness. The concept gained popularity in the 1970s with the publication of Toffler's book on the societal changes that cause shock and disorientation (Toffler, 1970). In the 1990s, the term was further explored, revealing that information overload occurs when the demands for information processing exceed an individual's capacity to handle it (Jackson and Farzaneh, 2012). When information becomes overwhelming, it can hinder rather than help decision-making, leading to stress and decreased productivity.

The rise of digital technologies has exacerbated the issue of information overload. The internet and information technology tools make it easier to access and distribute information, but they also contribute to the overwhelming volume of data available (Sbaffi et al., 2020). While information overload predates modern digital technologies, the digital age has intensified the problem. La Torre et al. (2019) asserted that continuous exposure to vast amounts of information through ICTs is a major source of stress. However, technology is also essential in managing information overload, providing tools to filter and organize information more effectively (Olawuyi et al., 2017).

In the context of secondary education, students are particularly vulnerable to information overload due to the extensive amount of information they are

required to process for their studies. The pressure to keep up with academic work, combined with the constant flow of information from digital sources, can lead to cognitive overload, making it difficult for students to focus on relevant information. The need to manage this overload is critical for maintaining students' mental health and ensuring their academic success.

Time management and information overload are critical issues that affect the academic performance of secondary school students. Effective time management skills are necessary for students to balance their academic responsibilities with other activities and to avoid the negative impacts of information overload. Addressing these issues in the context of private secondary schools in Kwara State, Nigeria, is essential for improving educational outcomes and ensuring that students are equipped to succeed in an increasingly information-rich world.

Methodology

This study essentially adopted quantitative research approach. Descriptive research design was engaged for this study. Data was gathered from secondary school students with the aid of questionnaire. A Multistage sampling procedure was used in selecting sample for the study. At the first stage, random sampling technique was used to select 10 schools which accounted for about 30% of the study population. A total enumeration technique was adopted to cover the SS2 students in the selected 10 private secondary schools. This amounted to 419 respondents. The choice of SS2 students is based on the fact that they are the most accessible for the study because while SS3 were busy with the preparation for external examinations, SS1 students are new in

the system, hence, not yet a stable class for the study. Table 1 presents the sample.

Table 1: Sample for the Study

S. No.	Name of Schools	Number of SSS 2 Students
1	Boltem International School	44
2	Effective International College	52
3	Lumex International College	34
4	Blessed Montessori International School and College	61
5	Zion God Academy	42
6	Adenike International School	21
7	Lakadri New Success International College	24
8	Zion Baptist Secondary School, Ilorin	62
9	First Baptist College Ilorin	44
10	In-Depth International College Ilorin	35
	Total	419

Source: Field work, 2019

It is notable that a total of 419 questionnaires were administered but a total of 392 (93.5%) questionnaires were properly filled and used for the data analysis. Secondary school students have enough education to understand the content of a research instrument. Ogundare *et al.*, (2022) asserted that majority of the respondents have secondary education which implies that are qualified enough to participate in the survey.

Data Analysis and Interpretation

Table 2: Time management techniques among private secondary school student

Level of time management technique	SA	A	D	SD	Mean	S.D
I do things in order of priority	160 (40.8%)	208 (53.1%)	12 (3.1%)	12 (3.1%)	1.6	0.6
I spend enough time planning	92 (40.8%)	196 (50.0%)	104 (26.5%)	0 (0.0%)	2.0	0.7
I always get assignments done on time	36 (9.2%)	156 (39.8%)	172 (43.9%)	28 (7.1%)	2.4	0.7
I tackle difficult or unpleasant task without procrastinating	36 (9.2%)	200 (51.0%)	116 (29.6%)	40 (10.2%)	2.4	0.7
I am able to meet deadlines without rushing at the last minute	24 (6.1%)	196 (50.0%)	148 (37.8%)	24 (6.1%)	2.4	0.7
I keep up-to-date on my reading and homework assignment	112 (28.6%)	196 (50.0%)	56 (14.3%)	28 (7.1%)	2.0	0.8
I tend to complete my assignment on time	64 (16.3%)	220 (56.1%)	96 (24.5%)	12 (3.1%)	2.1	0.7
I know which of your activities are the high value-producing ones	36 (9.2%)	200 (51.0%)	104 (26.5%)	52 (13.3%)	2.4	0.8
I believe that i have sufficient time available to spend on myself	92 (23.5%)	168 (42.9%)	104 (26.5%)	28 (7.1%)	2.1	0.8
I check my clock from time to ensure I am	64	116	172	40	2.4	0.8

Level of time management technique	SA	A	D	SD	Mean	S.D
working with time	(16.3%)	(29.6%)	(43.9%)	(10.2%)		
I participate in social activities when I know I should be studying	92 (23.5%)	236 (60.2%)	36 (9.2%)	28 (7.2%)	2.0	0.7
Time management get me stressed up	236 (60.2%)	92 (23.5%)	12 (3.1%)	52 (13.3%)	1.6	1.0
Time management makes me eventually waste too much time on a specific task	- (0.0)	300 (76.5%)	92 (26.5%)	- (0.0%)	2.2	0.4
With time management, I don't get assignments and task done satisfactorily	52 (13.3%)	196 (50.0%)	104 (26.5%)	40 (10.2%)	2.3	0.8
Often times I don't meet deadlines with time management	104 (26.5%)	92 (23.5%)	196 (50.0%)	- (0.0%)	2.2	0.8
The task in school are always too much and does not allow me to spend much time on other important work	196 (50.0%)	- (0.0%)	104 (26.5%)	92 (23.5%)	2.7	0.8
The time I spend searching for information for my assignment is always too much	132 (33.7%)	196 (50.0%)	16 (4.1%)	48 (12.2%)	1.9	0.9
I calculate every little time I have so as to use my time wisely	104 (26.5%)	196 (50.0%)	- (0.0%)	92 (23.5%)	2.2	1.0
I spend my leisure time on the internet	76 (19.4%)	184 (46.9%)	92 (23.5%)	40 (10.2%)	2.2	0.8
Searching for needed information can be time consuming	- (0.0%)	300 (76.5%)	- (0.0%)	92 (23.5%)	2.4	0.8
Overall mean = 43.5						

Author's Survey, 2019

40.8% of the respondents strongly agreed and 53.1% agreed that they do things in order of priority. 48.1% strongly agreed and 50% agreed that they spend enough time planning. 39.8% of the respondents strongly agreed and 43.9% disagreed that they always get assignments done on time. 51% of the respondents agreed and 29.6% disagreed that they tackle difficult or unpleasant task without procrastinating. 50% of the respondents agreed and 37.8% disagreed that they are able to meet deadlines without rushing at the last minute. 50% of the respondents agreed and 14.3% disagreed that they keep up-to-date on their reading and homework assignment. 16.3% of the respondents strongly agreed and 56.1% agreed that they tend to complete their assignments on time. 51% of the respondents agreed and 26.5% of the respondents disagreed that they know which of their activities are the high value-producing ones. 23.5% of the respondents strongly agreed and 42.9% agreed that they believe that they have sufficient time available to spend on themselves. 29.6% of the respondents agreed and 43.9% disagreed that they check their clocks from time to time to ensure they are working with time. 23.5% of the respondents strongly agreed and 60.2% agreed that they participate in social activities when they

know they should be studying. 60.2% strongly agreed and 23.5% agreed that time management get them stressed up. 76.5% of the respondents agreed 26.5% disagreed that Time management makes me eventually waste too much time on a specific task. 13.3% of the respondents strongly agreed and 50% agreed that with time management, they don't get assignments and task done satisfactorily. 26.5% of the respondents strongly agreed and 50% disagreed that Often times they don't meet deadlines with time management. 50% of the respondents strongly agreed and 26.5% disagreed that the task in school are always too much and do not allow them to spend much time on other important work. 33.7% of the respondents strongly agreed and 50% agreed that the time they spend searching for information for their assignments is always too much. 26.5% of the respondents strongly agreed and 50% of the respondents agreed that they calculate every little time they have so as to use their time wisely. 46.9% of the respondents agreed and 23.5% disagreed that they spend their leisure time on the internet. 76.5% of the respondents agreed and 23.5% disagreed that searching for needed information can be time consuming.

Table 3: Information Overload

Information Overload	SA	A	D	SD	Mean	S.D
The information is not always available when I want it	196 (50.0%)	- (0.0%)	104 (26.5%)	92 (23.5%)	2.7	0.5
The information I get is not always correct or accurate	86 (21.9%)	- (0%)	110 (28.1%)	196 (50.0%)	2.0	0.7
I find it difficult to get what I'm looking for	98	168	98	28	2.1	0.8

	(25.0%)	(42.9%)	(25.0%)	(7.1%)		
I find it difficult to identify what information is required	67 (17.1%)	169 (43.1%)	111 (28.3%)	45 (11.5%)	2.2	0.6
I do not know what information resources are available	24 (6.1%)	196 (50.0%)	148 (37.8%)	24 (6.1%)	2.5	0.8
I do not know how to identify relevant information sources	100 (25.5%)	190 (48.5%)	68 (17.4%)	34 (8.7%)	2.0	0.7
Inadequate computer and related Information Technology skills	220 (56.1%)	90 (22.9%)	64 (16.3%)	18 (4.6%)	2.3	0.9
Inadequate experience in filtering internet information	189 (48.2%)	104 (26.5%)	52 (13.3%)	47 (12.0%)	2.4	1.1
Lack of information management skills to manage information	168 (42.9%)	92 (23.5%)	28 (7.1%)	104 (26.5%)	2.1	0.8
Overwhelming amount of information due to information technology	120 (30.6%)	120 (30.6%)	112 (28.6%)	40 (10.2%)	2.4	1.0
There is too much information on the internet so I am burdened in handling it.	102 (26.0%)	236 (60.2%)	36 (9.2%)	18 (4.6%)	2.0	0.7
Because of the plenty information I get when searching for, I feel it is difficult in acquiring all of it.	236 (60.2%)	104 (26.6%)	-	52 (13.3%)	1.9	1.0
The information displayed enables quicker and better purchase decision.	- (0.0)	300 (76.5%)	92 (26.5%)	- (0.0%)	2.2	1.1
I feel that i should be able to read and take in all the information i receive without been overload	104 (26.5%)	196 (50.0%)	52 (13.3%)	40 (10.2%)	2.3	0.9
Doing my assignment well depends on being able to process/take in all the information received	195 (49.8%)	105 (26.8%)	92 (23.5%)	- (0.0%)	2.2	0.6
I have a strategy I use to search for needed information to avoid overload	196 (50.0%)	- (0.0%)	104 (26.5%)	92 (23.5%)	2.7	0.5
I can give an example of what information is useful or relevant	112 (28.6%)	216 (55.1%)	16 (4.1%)	48 (12.2%)	1.9	1.0
There is a difference between the information received through the internet and paper	94 (23.9%)	201 (51.3%)	17 (4.3%)	80 (20.4%)	2.2	0.6
Too many information displayed allow me get the right information	66 (16.8%)	72 (18.4%)	184 (46.9%)	70 (17.9%)	2.2	0.6
I prefer to choose from a list of displayed information than been restricted to few	180 (45.9%)	170 (43.4%)	20 (5.1%)	22 (5.6%)	2.0	0.7
Overall mean = 43.5						

Author's Survey (2019)

50% of the respondents strongly agreed and 26.5% disagreed that information is not always available when I want it. 50% strongly disagreed and 28.1% disagreed that information I get is not always correct or accurate. 25% strongly agreed and 42.9% agreed that they find it difficult to get what I'm looking for. 17.1% strongly agreed and 43.1% agreed that they find it difficult to identify what information is required. 6.1% strongly agreed and 50% agreed that they do not know what information resources are available. 25.5% strongly agreed and 48.5% agreed that they do not know how to identify relevant information sources. 56.1% strongly agreed and 26.9% agreed that they have inadequate computer and related Information Technology skills. 48.2% strongly agreed and 26.5% agreed that they have inadequate experience in filtering internet information. 42.9% of the respondents strongly agreed and 23.5% agreed that they have lack of information management skills to manage information. 30.6% of the respondents strongly agreed and 30.6% agreed that they experience

overwhelming amount of information due to information technology. 26.0% of the respondents strongly agreed and 60.2% of the respondents agreed that there is too much information on the internet so they are burdened in handling it. 76.5% of the respondents agreed that information displayed enables quicker and better purchase decision. 26.5% of the respondents strongly agreed and 50% of the respondents agreed that they feel that they should be able to read and take in all the information they receive without been overload. 49.8% of the respondents strongly agreed and 26.8% of the respondents agreed that doing their assignments well depends on being able to process/take in all the information received. 50% of the respondents strongly agreed and 26.5% disagreed that they have strategies they use to search for needed information to avoid overload. 28.6% of the respondents strongly agreed and 55.1% agreed that they can give an example of what information is useful or relevant. 23.9% of the respondents strongly agreed and 51.3% agreed that there is a difference between the

information received through the internet and paper. 46.9% of the respondents disagreed and 17.9% of the respondents strongly agreed that too many information displayed allow them get the right information. 45.9% strongly agreed and 43.4% agreed that they prefer to choose from a list of displayed information than been restricted to few.

number of the respondents noted that time management results into time wastage on specific tasks. Most of the respondents agreed that with time management, assignments and task are not get done satisfactorily. A good number of the respondents asserted that they spend leisure time on the internet while majority also opined that searching for needed information can be time consuming.

Table 4: PPMC showing the relationship between time management and information overload

Variables	Mean	SD	N	R	P	Remark
Time_Managt Information_Overload	44.237	6.47	392	.574	0.000	Sig

Table 4 indicated the correlation coefficient between time management and information overload management in private secondary school students is positive ($r = 0.574$). Since $p = 0.000 < 0.05$, it is revealed that there is a strong positive and significant relationship between time management and information overload of private secondary school students in Ilorin Kwara State. Therefore, the null hypothesis is rejected.

DISCUSSION

Time management is indeed important for all human endeavors. Odumeru (2013) asserted that time management was also reinstated via transformation from agriculture to industries, finances, development of technologies as well as telecommunication, and the spread of the assertions of members of the academia. The result lucidly shows that most of the respondents asserted that they do things in order of priority. Respondents also generally noted that they spend enough time planning. Ekundayo and Kolawole (2013) noted that time management is the exhaustive usage of time as well as money available in a manner that adds to the achievement of targets, with respect to the fact that there is also minimal dedication, reviews, preparations, as well as follow-up to allow good usage of time. Benstowe and Obianwu (2023) noted that time management revolves around efficient engagement of one’s time by appropriating it to tasks in such a way that will guarantee highly positive advantage. It is also apparent that the respondents do not generally get assignment done on time. The students also basically tackle difficult or unpleasant task without procrastinating. Cyril (2015) opined that a major bad disposition of students is procrastination. A relatively weak percentage of the respondent strife to meet deadlines without rushing at the last minute. Majority of the respondents claimed that they keep up-to-date on reading and homework assignments. Most of the respondents also claim that they complete assignment on time. Generally, the respondents asserted that there is enough time available to spend on themselves. A marginal number of respondents noted that they never checked time frequently. In the same vein majority of the respondents noted that time management gets them stressed up. A good

It is obvious from the result that students are expected to manage their time very well. Nasrullah and Khan (2015) opined that it is expected that all students must have time management abilities that is inclusive of goal setting and prioritization, usage of time management mechanisms, hence, time management mechanism have been confirmed as a major predictor of academic success. De Jesus and Garcia (2023) stated that the management of time aids in making an impressive habit to structure and organize our regular school tasks. Gayef et al., (2017) asserted that for students to manage their time efficiently they should make advance plans, determine study time without postponement, and should be disciplined. Trentepohl et al., (2022) noted that it could be surmised that a typical student has the tendency of benefiting better from practicing improved engagement of time management mechanisms for fostering learning performance, as well as from self-reflection on strategies to be used for optimizing future learning processes in a self-regulated manner.

A marginal number of respondents asserted that information is not always available when they want it. Generally, the respondents disagreed that the information they get is not always correct or accurate. A good number of the respondents agreed that they find what they are looking for difficult. A lot of the respondents noted that they find it difficult to identify what information is required of them. A good number of the respondents asserted that they do not know what information resources are available. Most of the respondents noted that they do not know how to identify relevant information sources. An impressive number of the respondents asserted that they have inadequate computer and related information technology skills. Similarly, a large percentage of the respondents opined that they have inadequate experience in filtering internet information. The respondents generally do not have impressive information management skills. It is no gainsaying that most of the respondents have experienced overwhelming amount of information due to information technology. There is too much information on the internet that easily becomes a burden for the respondents to handle. The

respondents easily make informed decisions from the information they get from the internet. A good number of the respondents perceived that they should be able to read and take in all the information they receive without being overloaded. The information retrieved from the internet helps the respondents in getting their assignments done properly. An average number of the respondents have different strategies that they deploy to search for needed information so as to avoid overload. Majority of the respondents can easily identify the type of information that is useful or relevant to them, hence, they are able to decipher the difference between information received via the internet and paper. A good number of the respondents disagreed that too many information displayed allow them get the right information. However, majority of the respondents submitted that they prefer to choose from a list of displayed information than being restricted to few. With respect to the foregoing Stanley (2021) asserted that it is pertinent to unravel the fact that information overload is not good enough because the person experiencing information overload would be inundated with a plethora of information materials that will make it very difficult to make decisions and it is a major challenge for virtually everybody. Roetzel (2019) opined that a typical information system is capable of facilitating enhanced flow of information (capable of causing overload), it also has the capacity of potentially helping people make decisions by organizing, storing as well as processing information. Umeozor (2017) noted that overwhelming velocity of generating information is a main problem in developed nations, there are cases of mis-shelving of books and in some cases students or staff members of libraries change the location of books so as to conceal them to use them in the future. In the light of the fact that the result of this study revealed that the students get overwhelmed with information and as such experience information overload, then, it is pertinent for these students to be able to manage their time appropriately. This is expedient based on the significant correlation that exists between information overload and time management. Suhaimi and Hussin (2017) asserted that it is obvious that students have to gather knowledge to be able to do their assignments and different class tasks, however, there usually time constraints, hence, students must manage their time appropriately. Oladejo et al., (2023) noted that there is no doubt that a typical student experiences information overload and such student might have limited time frame to work with and as such they can be confused about the information to use. Nasrullah and Khan (2015) noted that each and every student should have time management ability which includes setting goals and priorities, using time management mechanism and being organized in using time. Chanpisut (2018) opined that the skill of managing time is a main condition affecting students' achievements. In this situation any student that fails

to manage his/her time appropriately will easily get carried away with other information and such student will not be able to achieve set goals in record time. The ability of these students to manage their time very well, implies that they are managing their lives very well. Murthy (2006) noted that controlling your life means controlling your time and controlling your time means controlling the events in your life.

Conclusion

It is no gainsaying that students experience information overload because of the speed associated with information in contemporary times. Technology has greatly enhanced the speed of information. Time management is the ability of people, including students to ensure they achieve set goals before or in record time. Secondary schools must inculcate the skills of time management to be able to handle information overload, otherwise, they will not be able to achieve set tasks in record time and they also not be able to perform impressively in their academics.

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