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Time management counseling effect on academic adjustment of deviant student-Librarians in Nigerian Universities: An empirical study

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Abstract

The study was an empirical study aimed at investigating the impact of effective time management counseling on academic adjustment of deviant student-librarians in Nigerian universities. Two research questions were posed as a guide for the study while one null hypothesis was formulated and tested. The study used a quasi-experimental research design involving on group one group pre-test and post-test design. A sampled population of 60 students was drawn for the study through purposive sampling technique while the questionnaire formed the major instrument used in collecting data for the study. The face validity and reliability of the instrument were established and using the Cronbach alpha, the instrument consistency was estimated and a reliability level of 0.76 obtained. The data collected for the study were analyzed using mean scores and the only hypothesis tested using t-test. The findings reveal that the student- librarians (participants) manifested high level of academic maladjustment before treatment but manifested high level of academic adjustment after treatment. Furthermore, the outcome of the study did not provide enough evidence as to concluding that that gender influenced the post-test mean scores of the participants in the treatment group. In line with the data collected and analyzed, it was inferred that time management counseling is effective in transforming the deviant student-librarians in Nigerian universities. It was based on the findings that recommendations were made.

Key words: Time Management, Counseling, Deviant, Student-librarians, Academic adjustment. Maladjustment

1.0 Introduction

1.1 Background of the Study

The dream of every parent who sent his/her ward to any institution and investing so much on him/her at the expiration of the duration of training is to have a child who is sound in the chosen field of study. This is built on the premise that education makes a child and the tomorrow's well-being is based on the certificate he/she holds. In fact, education is seen as the largest enterprise in this part of the world and the students are expected after training to bring about economic, political, social cultural and educational development of their immediate communities and the nation at large. In the area of librarianship, students in library schools are looked upon as worthy ones who will continue in this all important social work of providing information to the teeming public who are ever asking for more in emerging technologies where the growth of information is in a geometrical proportion.

Unfortunately in Nigeria, these expectations are not been realized as it is plagued by the problem of deviant students, a situation which has also affected the library schools and this development no doubt has tremendous negative impact on the future of librarianship, communities and national development when one considers the importance of information to national development. Deviant according to Santrock (2007), is a disruption behaviour that impede the overall development and well-being of individuals which may be in the form of absenteeism, truancy, lateness; making noise, fighting, bullying and aggression. In this era of emerging technologies activities of deviant students have increased to include cultism, and all forms of social media activities at the detriment of their academics. In fact it has been observed in our library schools, that students no longer attend lectures regularly, they come to school very late, sometimes they are completely absente and the worst aspect is that these deviants neither perform their assigned task nor read their books and these have resulted in examination malpractices being on the increase. The above assertion was also affirmed by Mohammed et al (2009), who posit that these unruly behaviours include; possession and use of hard drugs; cultism; bullying; truancy, rape; prostitution, examination malpractices and theft. These students revealed Ikechukwu-Ilomuanya, Eze and Esendi (2015), exhibit inappropriate behaviours which make the atmosphere for teaching-learning transaction on the institution very difficult. Adegoke (2015) noted that there has been growing concern in the Nigerian society regarding the increase in the unruly behaviour of young people. This reveal Adeyeye and Oyewusi (2018), informs stakeholders, librarians, parents/guardians, policy-makers, teachers and others resolve to

continually discuss the worrisome dimension of unruly behaviour and its consequences on young people.

Stating the obvious, most cases these students have adjustment problems in performing academic activities as most of them do not attend lectures as they cannot manage their time as to meeting up with their academic responsibilities in the school. Academic adjustment which in the words of Ikechukwu-Ilomuanya (2010), is a process in which a student attempts to adapt to the demands of the school environment and the extent to which he becomes interested, comfortable, successful and engages in his or her academic activities is very vital in the academic success of any student. As explained by Rod ad Haig (2011), academic adjustment in the school is reflected in the degree to which the student develops positive versus negative perception towards academic activities. It is unfortunate that some students in library schools engage in deviant behaviours and waste their time doing irrelevant activities which are detrimental to their academic success. This no doubt is an indication of poor time management.

Time management posits Onwubiko (2016), entails organizing and planning how to divide your time between specific activities noting that good time management enables a student to work smarter-not harder so as to get more done in less time, even when time is tight and pressure high. This suggests that time management is a very important asset in students which must be possessed in order to achieve success or have maximum benefits after putting in maximum output. Effective academic performance therefore requires that a student should be able to manage his/her time well. The aim of time management then is to organize the use of time in order to be productive and accomplish one's objectives. To this end Eton (2009) concludes that poor time management is common among deviant in-students and that it affects their academic adjustment. While Franklin (2003) declared that there is a link between deviant behaviour, time management and academic adjustment.

It is after considering all the above and observations made that need for this research arose and the conclusion that there is need for counseling intervention programme for the deviant student-librarians in Nigerian universities with a view to helping them adjust properly in their academic activities and live responsible life as in the society.

1.2 Statement of Problem

The principle issue that spurred this study is the observation that student-librarians from library schools in Nigeria sent on three or one year students' in-service work experience scheme (SIWES) otherwise called industrial training (IT) mostly perform abysmally below expectations, knowing little or nothing about basic librarianship practice. Worse still the high level of failures noticed at the end of every semester and terminal examinations to any right thinking and responsible librarian/lecturers should be a thing of great concern. Yet, these students have the whole time in the world to operate intermittently their smart-phones with which they are 24/7 hooked to various social media and the act of chatting, made a way of life to the detriment of their academic activities.

Furthermore, it is on record that there is high-level of truancy among students, absenteeism in schools is on the increase, failure to perform assigned task is on the rise, prostitution and cultism have become tools of survival and fame, while examination malpractices and cheatings on various scales have remained unabated. With these type of deviance behaviours among our students especially those in library schools if left unchecked, the future of Nigeria as a country is in jeopardy if not doomed.

Despite all the measures that have been put in place by both university management and authorities of Departments of Library and Information Science of these universities aimed at modifying and ameliorating these behaviours, some students' still manifest academic maladjustment. It did appears that there is something that ought to be done that has not be done or if done, was no rightly done. It is on this stand that one may say that there is lack of counseling activities on the students and inadequate time management training as to equipping the students with relevant adjustment strategies that will bring about reduction in deviant behaviours which will pave way for academic adjustment. It is against this backdrop and considering the fact that no such study has been carried on student-librarians in Nigeria, that this study becomes imperative as to establishing effect of time management counseling on academic adjustment of deviant student-librarian in Nigerian universities.

1.3 Research Objectives

The specific objective of this study is to establish the effect of time management counseling on academic adjustment of deviant student-librarians in Nigerian universities. Other objective is:

1. To establish if there is any difference in the academic adjustment of male and female deviant student-librarians in Nigerian universities after treatment.

1.4 Research Questions

This research was guided by the following research questions:

1. What is the effect of time management counseling on the academic adjustment of deviant student-librarians in Nigerian universities?
2. What is the difference in the academic adjustment of male and female deviant student-librarians in Nigerian universities after treatment?

1.5 Research Hypothesis

For the purpose of this study one null hypothesis was formulated and tested at 0.05 level of significance:

1. There is no statistical significant difference in academic adjustment of post-test mean scores of male and female deviant student-librarians in Nigerian universities after treatment.

2.0 Literature Review

2.1 Conceptual Overview

21.1 Time management

It is rightly said “Time and Tide wait for none”. An individual should understand the value of time for him to succeed in all aspects of life. People who waste time are the ones who fail to create an identity of their own. In the modern world, time is seen as an indefinitely divisible and usable commodity. It helps to infuse the concept of time through the institution. All the material and human resources possessed by organizations can be enhanced in the course of time or be transformed as time goes on; yet the only asset that cannot be changed or purchased or stored is time itself. The secret to achieving success in life is effectively managing this resource that

everyone possesses equally and paying sufficient emphasis to planning (Macan, Shahani, Dipboye & Phillips, 2000).

Time management to Management Study Guide (2020), refers to managing time effectively so that the right time is allocated to the right activity which allows individuals to assign specific time slots to activities as per their importance and making the best use of time as time is always limited. She reveals that time management plays a very important role not only in organizations but also in our personal lives adding that it includes: effective planning; setting goals and objectives; setting deadlines ; delegation of responsibilities; prioritizing activities as per their importance, and spending the right time on the right activity.

Harvard Business Review (2020) defines time management as the process of organizing and planning how to divide your time between specific activities. Good time management enables you to work smarter – not harder – so that you get more done in less time, even when time is tight and pressures are high and failing to manage your time damages your effectiveness and causes stress. According Corporate Finance Institute (CFI) (2015), “Time management” refers to the way that you organize and plan how long you spend on specific activities. According to Cottrel (2013), time management is the process of planning and exercising conscious control of time spent on specific activities, especially to increase effectiveness, efficiency, and productivity which involve a juggling act of various demands upon a person relating to work, social life, family, hobbies, personal interests and commitments with the finiteness of time. Using time effectively gives the person "choice" on spending/managing activities at their own time and expediency. On the implications of Poor Time Management, CFI (2015), itemized that it can lead to: poor workflow; wasted time; loss of control; poor quality of work and poor reputation

2.1.2 Academic Adjustment

As explained by Aggarwal, (2007) the process of adjustment starts right from the birth of the child and continues till his death. An adjusted and normal child is one who attacks problems directly, accepts and tolerates normal amount of frustration, acts rationally, makes sincere efforts to reach his goal, enjoy company of others, is cheerful and energetic and possesses an optimistic view of life and things around him In the case of academic adjustment, the term has been operationally defined as a dynamic process in which a child attempts to adapt to the demands of

school environment. It is the degree to which a child becomes interested, engaged, comfortable and successful in his/her school activities. According to IGI Global Online Dictionary (2020), it refers to how students develop their coping skills and learning strategies aiming at achieving satisfactory academic results. Whereas, Seattle University (2020) states that academic adjustments are modifications in how students participate in classes and activities. While Baker and Syrik (1999), defined academic adjustment as having a positive attitude toward setting academic goals, completing academic requirements, the effectiveness of the efforts to meet academic goals, and being successful in the academic environment, explaining that a clear sense of purpose and motivation to learn and meet academic demands is essential for academic adjustment knowing full well that academic adjustment orients specifically to academic learning.

2.1.3 Counseling

Counseling states Ikechukwu-Iloмуanya (2010) is a process of helping an individual to develop and accept an integrated picture of his aptitude, abilities, interest and personal needs so that he/she will understand him/herself, achieve personal needs and adjustment in the environment. Imperatively, as revealed by Ikechukwu-Iloмуanya, Eze and Eseadi (2015), counseling helps in total development of the individual. All the same, According to the American Psychological Association (2020), counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals. Counseling involves helping people make needed changes in ways of thinking, feeling, and behaving, and is a goal-based collaborative process, involving a non-judgmental, supportive counselor who works with a client in telling his or her story, setting viable goals, and developing strategies and plans necessary to accomplish these goals. For some people this process takes a small amount of time, in some cases as little as one or two sessions; for others, the process may last longer. Merriam- Webster Online Dictionary (2020) defines counseling as a professional guidance of the individual by utilizing psychological methods especially in collecting case history data, using various techniques of the personal interview, and testing interests and aptitudes. While American Counseling Association (2020) *sees it as* is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals therefore Counselors work with clients on strategies

to overcome obstacles and personal challenges that they are facing thus *Counseling* is a collaborative effort between the *counselor* and client (Counseling, 2020).

2.1.4 Deviant

Coon and Mitterer (2009) define deviant in-school students as those students who frequently display disruptive behaviours that make them to serve punishment during the time for academic activities which could hinder their academic performance. They act as if they have no conscience; they make noise, come to school late, play truant, roam about during academic work and show no remorse for their actions if caught. That is they display inappropriate behaviours which interfere with their time management or which prohibit the ability of other students to learn and staff member to teach or carry out their duties they added. They also revealed that these deviant behaviours are link with poor time management Deviance as stated by Santrock (2007), is a disruptive behaviour that impedes the overall development and well-being of individuals. Collins Online English Dictionary (2020) defines *Deviant* as *deviant* behaviour or thinking which is different from what people normally consider to be ideal, whereas, Vocabulary.Com (2018) traced the concept from the Latin word *deviare*, meaning "to turn out of the way." *Deviants* experience this turning away from society, either by choice or otherwise. To Your Dictionary (2020), deviant is one that differs from a norm, especially a person whose behavior and attitudes differ from accepted social standards.

2.2 Theoretical and empirical overview

In the words of Macan et al (2000), time is a priceless resource and continues to pass by without coming back. The secret to achieve success in life is effectively managing this resource that everyone possesses equally and paying sufficient emphasis to plan the rival environment nowadays encourages people to plan and manage time effectively as early as to start from their primary school. Time management therefore is a very important act that may actually affect individual's overall performance and achievements. Students nowadays always commented that they do not have enough time to complete all the tasks assigned to them. In addition, a university environment's flexibility and freedom can derail students who have not mastered time management skills.

According to Mercanlioglu (2010) the term “time management” became familiar in the 1950’s and 1960’s as referring to a tool to help managers make better use of available time, revealing that the concept of time management comes from Frederick Winslow Taylor for early analysis of motion and time studies of workers with purpose to reduce unproductive work tasks and time wasting. He went on to defined time management as self-management with an explicit focus on time in deciding what to do; on how much time to allocate to activities; on how activities can be done more efficiently and on when the time is right for particular activities. In the views of Claessens, Van Eerde, Rutte and Roe (2007) they are “behaviours” that aim to achieve an effective use of time while performing certain goal-directed activities. There are basically three surfaces of time management behaviours which are short range planning; long range planning and time attitudes conclude Laurie and Hellsten (2002). Short-range planning they reveal appears to encompass a variety of items that require planning in the short run, either within the day or within the week. While time attitudes are more attitudinal in nature. Long range planning entails competence to handle everyday jobs over a longer time perspective by keeping follow of significant dates and setting objectives by putting adjournment. Each of these behaviours of time management appears to have obvious and straightforward meaning for effective performance.

In a study carried out by Razali, Rusiman, Gan and Arbin (2018) to investigate the impact of time management on students’ academic achievement, the factor analysis result showed three main factors associated with time management which can be classified as time planning, time attitudes and time wasting. The result also indicated that gender and races of students show no significant differences in time management behaviours. While year of study and faculty of students reveal significant differences in the time management behaviours, all the time management behaviours are positively related to academic achievement of students although the relationship is weak. Time planning is the most significant correlated predictor.

Kiggundu (2009) argued that academic performance is the measured ability and achievement level of a learner in a school, subject or particular skills. According to the result of a study by Necati and Sevil (2010) aimed at determining the time management attitude and skill levels of Pamukkale University students and the effects of these skills on their academic achievement, the results show that majority of Pamukkale University students possess moderate level time

management skills and only a significantly small portion have high level time management skills. Also, according to the findings, the prediction level of time management skills for academic performance is 7.9 percent. In another study carried out by Swart, Lombard and Jager (2010) which explored the relationship between time management skills and the academic achievement of African engineering students after being exposed to various tests, the results indicated no statistically significant relationship between time management skills and the academic achievement of African engineering students.

Al-Mseidin1i, Omar-Fauzee and Kaur (2017) noted that the low level of academic adjustment among students leads to being an underachievers, this will be a problem in future among their students because the levels of social and academic adjustment related to academic performance they concluded. In the same vein, in the study of Nwankwo et al (2012), it was also found that students who receive academic advising are more academically adjusted than those who do not. Further, the study revealed that there is significant difference in academic adjustment between males and females. The study also showed that there is significant difference between those who received academic advising and those who do not

In their study on effect of time management on academic adjustment of deviant in-school adolescents, Ngwoke, Micheal, Ngwoke, and Alaji (2013) stated based their findings that intervention using time management training technique significantly enhanced the academic adjustment of deviant in-school adolescents. Gender was not a significant factor in the academic adjustment of deviant in-school adolescents. The interaction effect of gender and time management training on academic adjustment of deviant in-school adolescents was not significant. The results also showed that the deviant in-school adolescents exposed to time management training manifested significantly better academic adjustment than those in the control group, indicating the effectiveness of time management training in enhancing academic adjustment of deviant in-school adolescents. In addition, there was no different in the academic adjustment of males and females; and time management technique employed was gender sensitive because both males and females benefitted equally.

On how to achieve effective time management, Corporate Finance Institute (2015) listed seven tips to it which include; setting goals that are achievable and measurable by using the SMART method when setting goals. In essence, make sure the goals you set are **Specific, Measurable, Attainable, Relevant, and Timely**. Prioritizing tasks based on importance and urgency; Setting time constraints for completing tasks helps you be more focused and efficient. Making the small extra effort to decide on how much time you need to allot for each task can also help you recognize potential problems before they arise. That way you can make plans for dealing with them; Taking a break between tasks; Utilizing your calendar for more long-term time management; removing non-essential tasks/activities and Making sure you start every day with a clear idea of what you need to do

Writing on factors that may bring about positive academic adjustment by students Abu Lail (2012) and Al-Ghamdi and Al-Nahal (2014), highlighted them to include: positive relationship between student and teacher affects on the academic performance through more interest and follow-up to the lessons by student. Similarly, the negative relationship between student and teacher affects on the academic performance through decrease the interest and follow-up to the lessons by students, which leads to decrease or increase the level of academic performance. In addition posits Abu Lail, (2011) and Yau, Sun and Fong Cheng, (2012), the high level of social skills affect the level of confidence among student, which leads to increase in the achievement among students. Hence, a high level of social skills enables the students to acquire the confidence and achievement motivation which it effects on the academic performance..

The summary of the review is that all authors agree on the importance of effective time management and that it plays prominent role in positive academic adjustment of student therefore, a must possess skill.

3.0 Research Method

3.1 Research Design

This study employed quasi-experiment design which according to Nworgu (2015), is an experiment where random assignment of subjects to experimental and control groups is not possible. In this case, intact or pre-existing groups are used. Furtherance, it is also used in a case

when a researcher uses two groups/streams of a class as experimental and control groups respectively. In the case of this study, one group pre-test and post-test design was employed. The justification for the choice of this design was informed by the fact that it is valuable in assessing the effect of treatment which is the independent variable. On the other hand, purposive sampling technique was applied to select the subjects among student-librarians in Nigerian universities. Sixty deviant student-librarians were selected based on four cardinal point of Nigeria vis: North, south East and West. This implies that from each point, 15 deviant in-student-librarians were selected. The deviant student-librarians who agreed to participate in the research were selected through the assistance of two senior lecturers in various library and information Science departments of the universities who after much persuasion of the students, convinced them of the importance and the need to be part of the study. Those who agreed to participate signed the written informed consent forms. Participation was therefore completely voluntary, anonymous and confidentiality of the information generated was ensured

3.2 Sampled Population

The sampled population stood at 60 made up of 30 female and 30 male selected through purposive random sampling method which according to Nworgu (2015), ensures that specific elements which satisfy some predetermined criteria are selected. (In this study, the determining criteria for selection are that the respondents are student-librarians in Nigerian universities and have been dictated to be deviants.), This number was selected among student-librarians in 32 Nigerian universities offering Library and Information Science in the following proportion-universities in Northern Nigeria: Ahmadu Bello University, Zaria (5), Bayero University, Kano-5, Benue State University, Makurdi-5; universities in Southern Nigeria: Delta State University, Abraka-5; University Of Benin, Benin City-5, University Of Calabar, Calabar-5, Universities in Eastern Nigeria: University Of Nigeria Nsukka-5; Abia State University, Uturu-5, Nnamdi Azikiwe University, Awka-5 and universities in Western Nigeria: Lead City University, Ibadan-5; Osun State University, Osogbo-5 and Tai Solarin University Of Education, Ijagun-5

3.3 Instrument for Data Collection

The main instrument used in collecting data for this study is the researcher's designed Academic Adjustment Rating Scale (AARC). The instrument which was a 28 items instruction was model

along-side Likert 4-point rating scale of Strongly Agree (SA-4); Agree (A-3), Disagree (DA-2) and Strongly Disagree (SD-1) whereas, scoring system was reversed in the course of post-test indicating SA-1; A-2, DA-3 and SD-4. With the establishment of the face validity of the instrument by two professors in measurement and evaluation, it was subjected to reliability test using the Cronbach Alpha analysis method. After conducting the instrument's reliability test, the coefficient value yielded 0.76 which was considered reliable.

3.4 Administration of Instrument

With the help of two senior lecturers each from the 12 participating Library and information department of the universities, a pre-test was administered at the commencement of the programme with the aim of measuring the participants' level of academic adjustment. Thereafter, the participants were exposed to time management treatment for a period of 8 weeks after which a post-test was administered to them as to determining the effect of the treatment on the participants.

3.5 Method for Data Analysis

Data generated from the study was entered into Excel spreadsheet, cleaned and coded. It was then exported into SPSS-IBM version 21 and analyzed using mean scores to provide answer to research question one while t-test was used for research question-2 and to test the null hypothesis.

4.0 Presentation of Results

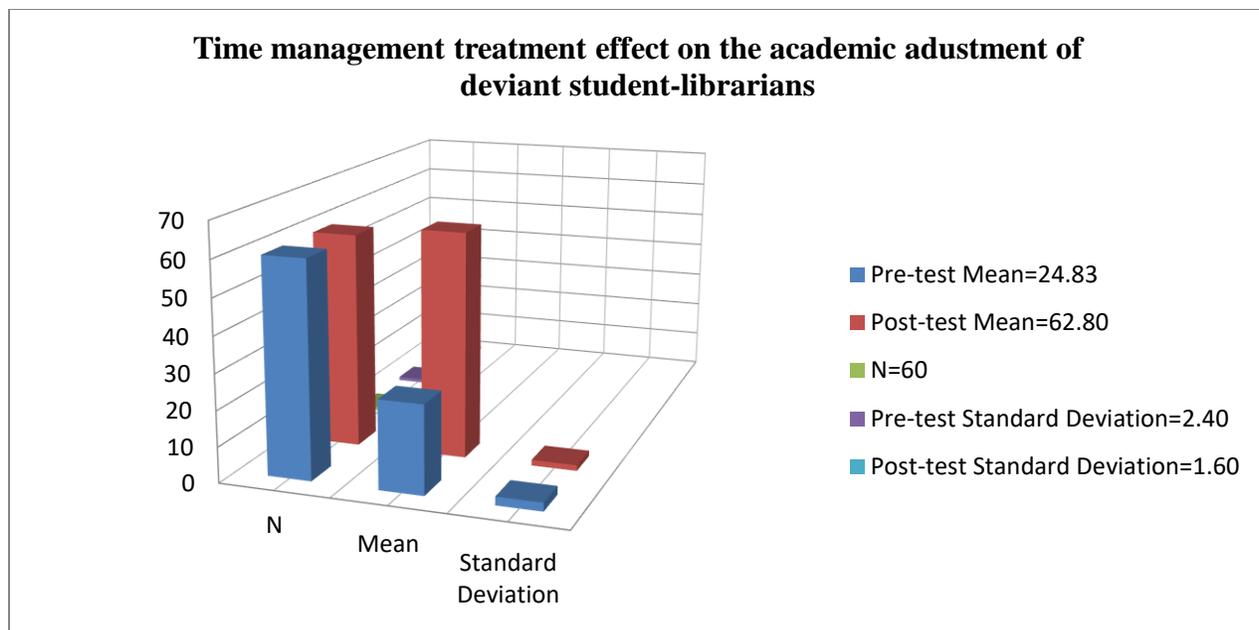


Figure 1: Time management treatment effect on the academic adjustment of deviant student-librarians

The data in figure 1, reveal that in the pre-test, the participants obtained a mean score of 24.83, while in the post-test which was after the time management treatment, they obtained a mean score of 62.80. This shows that the participants obtained high mean scores in the post-test than in the pre-test. By statistical analysis, a high mean score indicates a positive direction which implies that the deviant student-librarians (participants) responded well to the time management treatment

Table 1: Summary of the t-test analysis data for the research hypothesis: “There is no statistical significant difference in academic adjustment of post-test mean scores of male and female deviant student-librarians in Nigerian universities after treatment”

Gender	N	Mean	STD	DF	t-cal	t-critical
Male	30	89.87	9.75	58	0.33	0.75
Female	30	91	9.29			

The result as displayed in table1 above shows that in the t-test analysis, the t-calculated value which is 0.33 is less than the t-critical value which stands at 0.75 at 0.05 level of significance. Working with the statistical fact that the critical value is the criterion with which the calculated value is weighed in order to conclude on whether the hypothesis will be accepted or rejected and the decision rule reject H_0 , when calculated value is greater than critical value and accept or retain H_0 when calculated value is less than or equal to the critical value (Agu, 2014), one can then take a stand. To this end, the t-calculated value in this study is less than the t-critical value which means that the null hypothesis (H_0) is accepted an indication that there is no statistical significant difference in academic adjustment of post-test mean scores of male and female deviant student-librarians in Nigerian universities after treatment.

5.0 Discussion of Results

The outcome of this study shows that the application of time management treatment on deviant student-librarians in Nigerian universities had significant effect on their academic adjustment. This is as shown in figure 1 in which the mean score of the participants after the treatment or post-test was 62.80 as against 24.83 of the pre-test. This result reveals a significant difference in the mean academic adjustment scores of deviant student-librarians if one compares the pre-test mean score with that of the post-test. It is evidence that when students are counseled on the effective ways of managing their time, there will be a positive direction of their academic adjustment. The outcome of this study is in conformity with the findings of Ngwoke, Micheal, Ngwoke, & Alaji (2013), that intervention using time management training technique significantly enhanced the academic adjustment of deviant in-school adolescents. The findings also agree with that of Nwankwo et al (2012), which stated that students who receive academic advising are more academically adjusted than those who do not. It is also in affirmative with the result of Crawford (1999) and Eke (2006) that effective time management enhances the academic adjustment of students. It is also in consonance with the opinion of Franklin (2003) who maintained that there is a relationship between deviant behaviour, time management and academic adjustment. In respect of research question 1 therefore, one can deduce that the use of time management counseling enhances positive academic adjustment of not only deviant student-librarians but all other student-librarians in Nigerian universities thereby enhancing their academic performances

The summarized data of the t-test as presented in table 1, indicates that there is no statistical significant difference in academic adjustment of post-test mean scores of male and female deviant student-librarians in Nigerian universities after treatment. Going through the table one can see approximately the equality that exist in the mean scores and standard deviation of both male and female deviant student-librarians which facilitated the outcome of the test in which the t-calculated is less than the t-critical which led to the H_0 being accepted. The outcome therefore shows no disparity in male and female students' time management as also expressed by Ngwoke, Micheal, Ngwoke, & Alaji (2013) that the lack of significant difference in the mean academic adjustment score of male and female deviant in-school adolescents arises probably from the fact that time management training technique is not gender biased. Rather with the effective application of the technique, good results can be achieved by both the males and females. The finding was also corroborated by Ikechukwu-Ilomuanya, Eze and Eseadi (2015) in their finding that there is no statistical significant effect of gender on deviant in-school adolescents academic adjustment noting that one would have expected that the scores of males will differ from that of the females, but there is no statistical evidence that shows that male and female participants did not respond in the same way to time management treatment. The outcome further alien with that of Razali, Rusiman, Gan and Arbin (2018) whose findings indicated also that gender and races of students show no significant differences in time management behaviours. While year of study and faculty of students reveal the significant differences in the time management behaviours.

The above findings therefore negate the findings of Swart, Lombard and Jager (2010) which after exploring the relationship between time management skills and the academic achievement of African engineering students concluded that there was no statistically significant relationship between time management skills and the academic achievement of African engineering students as well as that of Nwachukwu (2007), which established a significant difference in school adjustment of male and female adolescents exposed to intervention programme.

5.1 Conclusion and Recommendations

The bitter truth is that effective time management is a sine-qua-non in the academic adjustment and performance of student-librarians in Nigeria universities and by extension all students thus programmed interventions are needed to tackle the problem of academic maladjustment that is prevalent among student-librarians that in the first instance precipitated this study. The emphasis is that time management is very important and it may actually affect a student's overall performance and achievements. However, all of these are related by how students more so, student-librarians manage their time to suit their daily living or to make it flow steadily with their routines. Conducive settings and environment will surely promote positive outcomes to the students, besides having good lectures given by their lecturers. Nevertheless, students' time management can be considered as one aspect that can move a student to be a good student. A good time management is vital for students to shine. However, some of the students do not have a good time management skills and this has negatively affected their life and their academics. The usage of time by students in our universities and other institutions of higher learning is related to their daily routines and activities. Students' time management can also affect stress level of students as they need to cope with their tasks and their personal achievements.. It is after due consideration of the above facts based on the findings of this study that the under-stated recommendations are made:

- This idea that university students are adults and know the right thing to do should be jettison from the mind of policy makers in Nigerian educational system. In fact Nigerian universities are made up of students who are so raw with undeveloped brains that call for professional touches. To this end, there is the need to establish in Nigeria universities academic advisors who will be attached to students as to monitoring and advising them accordingly any time it is noticed that they are derailing academically. The implication is that the nation's federal ministry of education in collaboration with the National University Commission (NUC) should set up a supervisory committee in the Ministry of Education that will work in conjunction with the various universities' academic advisors to observe and evaluate the level of academic adjustment among students, and to increase the level of social and academic adjustment through counseling programs and interventions

- The various departments of Library and Information Science in Nigerian universities should work out a modality on how to inculcate the teaching-learning of time management as one of the mandatory courses that must be offered by all student-librarians before they will be found worthy for the award of the degree of bachelor in library and information science.
- On the part of the university administrators, there should be planned academic intervention programmes in the form of workshops for students on time management and how they can effectively adjust academically. In the first instance, during orientation, first year students should be exposed to the importance of time management and its place in their academic progress (If possible let a handbook be produced to that effect and handed to the students on the days of orientation as guide).
- To the students, in the words of Brigitte, Claessens, Eerde, and Rutte, (2005), time management plays a vital role in improving student's academic performance and achievements, therefore, 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. Here time management is only possible through self-motivation; performance, ability and the will in you that tells you-'you can'.

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