



# TIME MANAGEMENT SKILLS OF BPEd STUDENTS: AN ANALYSIS

Ignacio, Sherryl R.

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## ABSTRACT

*This research study aimed to determine the factors that affect the time management skills of the BPEd students of College of Education in Nueva Ecija University of Science and Technology, Sumacab Campus. Effective time management skills of BPEd students are important because it helps them to improve their self-confidence and performance. It is, indeed, true that well-organized time management allows students to make the most of their abilities and enjoy their accomplishment at the same time. Students' time management were one of the factors contributing to students' learning outcomes. Time management during forced-distance learning was particularly interesting to be studied since students were practicing it independently at home without the teacher's direct supervision. This is where the responsibility of the students comes in, and that is to practice to use their time wisely. Therefore, students depend solely on their discipline in managing their learning time at home. Time management among the students has been the most underrated factor, yet one of the most crucial keys leading towards success. A person, who learns to manage time, accomplishes half of the work done even before starting it. A valuable talent to depend on at every phase of life, time management skills can only be harnessed with continuous practice and dedication to implement it in life (Sthitaprajnya Panigrahi, Sultan Agung Islamic University 2021).*

*The method used in this study was a survey questionnaire that was sent to the respondents, through online platforms like Messenger and Gmail. The questionnaire of this study was divided into four parts which are time planning, time attitude, academic behavior, and academic planning. As a result of this study, there is no significant relationship between the profile of the respondents and the time management skill. The study showed that the students who can manage their time understand the relationship between it and productivity. Most of the BPEd students created a list of their goals and tasks on what's to do and what's to be done first, for them it is of a big help because it helps them to know what they need to prioritize.*

## INTRODUCTION

This study will help the students on how they can manage their time performing different tasks during pandemic. Students will be knowledgeable on how to plan and organize every job assigned to them, and most importantly accomplish these works on time. In distance learning, BPEd students experienced several workloads of activities and performance tasks. Time management has a big impact on the academic performances of BPEd students. To attain the student's goals, they need to accomplish their tasks in terms of academic matters; self-planning and behavior are some of the factors that can affect the time management of BPEd students in this new normal.

The continuity of education and for every school to still attain its mission and vision which is to provide quality education for every Filipino learner, the Commission on Higher Education implemented the Blended Distance Learning. Distance Learning refers to a learning delivery modality, where learning takes place between the teacher and the learners who are geographically remote from each other during instruction. Such a form of education need not be limited to online learning; some have suggested using Smartphone and (SMS) texting technology to facilitate learning. Perhaps, some teachers might go back to basics and distribute annotated physical textbooks to their students through courier services. As long as the education sector is engaged, teachers and students have ample support, the curriculum and content of the learning modules are well-defined and personalized, technological limitations are acknowledged, and user-friendly and enjoyable materials are present education will continue one way or another (Ramos et al., 2007; Ali 2020).

Undeniably, well-organized and effective time management has a lot of positive and beneficial effects to the students. Aside from accomplishing task on time, they will have an extra time to do other things aside from their school tasks, they will have an extra time to rest and do other business-related activities like online

selling. Efficient time management skill will help the students to avoid anxiety and stress. An effective and efficient way of managing and controlling time provides opportunity for greater success in all endeavors. Learning how to manage time effectively offers several advantages, including acquisition of extra time, eliminating cramming, and increasing motivation to do the task. Likewise, it also reduces anxiety and enables the person to do the job without delay. However, experts on time management recommended that doing many things simultaneously must be avoided as much as possible (Khan et al., 2020).

## MATERIALS AND METHODS

### The Research Design

The researcher used descriptive research design. According to Siedlecki (2020) descriptive research was a sort of research design that tries to systematically gather data to characterize a phenomenon, circumstance, or population that was being examined.

The researchers' output was based on the questionnaire distributed and the interpreted answers. Apart from this, the study was quantitative in nature because the researchers had an objective approach to the First year to Third year BPEd students of Nueva Ecija University of Science and Technology, Sumacab Campus.

### The Research Locale

This study was conducted through the use of Messenger and Google forms at Nueva Ecija University of Science and Technology, College of Education, Sumacab Campus, Academic Year 2022-2023.

### The Sample and Sampling Technique

Prior to the data gathering process, permission to conduct the study with the respondents was secured from the Dean, College



of Education, Sumacab Campus, NEUST such permission was necessary in order to establish rapport and cooperation with the adviser and researchers.

The pandemic caused a lot of changes to the students, and one of those changes was the students were unfamiliar to each other due to lack of personal acquaintance unlike before face to face were possible. Because of this reason, the researchers chose the convenient sample technique as the non-probability sampling method. In order to gather information from the respondent's researchers chose their respondents randomly based on their availability to answer the research questionnaire.

The respondents were 103 BPEd student, 20 students from first year, 46 students from the second year, and 37 students from the third Year College at Nueva Ecija University of Science and Technology, Sumacab Este.

### The Research Instrument

The researchers used questionnaire to get the appropriate data needed. It was divided into three parts.

1. Part I asked for the profile of the respondents. This tool determined the age, sex and year/section, civil status, family status, student's status, academic status, regular students and irregular students.
2. Part II was the tool to determine the time management skills of BPEd students amidst new normal.
3. Part III used this scale to interpret the data: strongly agree for 4.50 – 5.00 mean, agree for 3.50 -4.49, Disagree for 2.50 – 3.49 mean, Strongly Disagree for 1.50 – 2.49 mean and need Needs Improvement for 1.50 – 2.49 mean range.

Key: each column represents the following responses:-Strongly disagree, -disagree, -agree, -strongly agree

### Research Procedure

The survey instrument was used to collect data from the first year, second year and third year BPEd students of Nueva Ecija University of Science and Technology, Sumacab Campus. The study also tried to identify the factors that affect the time management and skills of BPEd students.

- The survey questionnaire was standardized surveys rated by strongly agree, agree, disagree, and strongly disagree.
- The research questions were evaluated by the validator, the research adviser, and the statistician.
- A link to the online Google Form Survey was distributed to sections of 1<sup>st</sup> year, 2<sup>nd</sup> year and 3<sup>rd</sup> year BPEd students via the social media app messenger.

### Analysis of Data

The questionnaire used was a checklist that was divided into two main parts. The first part dealt with the respondent's background and the second part contains questions that was subdivided into productivity, efficiency, and usefulness that deals with time management skills of BPEd students amidst new normal. Each respondent was given the same questionnaire to answer. The questionnaire used was prepared by the researchers themselves, checked by the researcher's adviser, revised by incorporating the suggestions. After the revision, the questionnaire was distributed online thru google form being sent to the respondents for them to answer. Then, it was retrieved at once the respondents have answered the questions.

## RESULTS AND DISCUSSIONS

This chapter presents the results of the analysis of data gathered, the result of the statistical analysis done, and the interpretation of findings. These are presented in tables following the sequence of

the specific research problem regarding the "Time Management Skills of BPEd Student amidst New Normal: An analysis" at Nueva Ecija University of Science and Technology, Sumacab Campus.

**Table 1**  
**Distribution of Respondents by Sex**

Sex	Frequency	Percent
Male	51	49.5 %
Female	52	50.5 %
<b>Total</b>	<b>103</b>	<b>100.0 %</b>

Table 1 shows the profile of the respondents in terms of sex. It could be seen that there are fifty-one (51) male which was equivalent to forty-nine-point five percent (49.5%) of BPEd respondents and fifty-two (52) female which was equivalent to fifty-point five percent (50.5%) of BPEd respondents who answered the survey form. These results confirmed that most of the respondents are female BPEd students.

**Table 2**  
**Distribution of Respondents by Year Level**

Year level	Frequency	Percent
First Year	20	19.4 %
Second Year	46	44.7 %
Third Year	37	35.9 %
<b>Total</b>	<b>103</b>	<b>100.0 %</b>

Table 2 shows the profile of the respondents in terms of year-level. In terms of the respondent's year level, the second year had the most participation because there were forty-six (46) equivalent to forty-four-point seven percent (44.7%) respondents, on the other hand, the third year had thirty-seven (37) or thirty-five-point nine percent (35.9%) and the first year respondents have the least participation which was equivalent to twenty (20) students which was only equivalent to nineteen-point four percent (19.4%).

**Table 3**  
**Distribution of Respondents by Academic Status**

Academic Status	Frequency	Percent
Regular	94	91.3 %
Irregular	9	8.7 %
<b>Total</b>	<b>103</b>	<b>100.0 %</b>

It was surprising to note that ninety-four (94) or ninety-one-point three percent (91.3%) were of Regular BPEd students and only nine (9) equivalents to eight-point seven percent (8.7%) of irregular BPEd students in all year level. As a result, researchers have a total of one-hundred-three (103) or one-hundred-point zero percent (100.0%) BPEd students.

**Table 4**  
**E-learning Platforms of the Respondents**

E-Learning Platforms	Frequency	Percent
Zoom Meeting	20	19.6 %
Google Meet	16	15.7 %
Facebook	33	32.4 %
Messenger	21	20.6 %
Google Classroom	12	11.8 %
<b>Total</b>	<b>103</b>	<b>100.0 %</b>

Table 4 described the e-learning platforms available to the respondents. It shows the availability of every E-learning platform in descending order from most available to least available platform. The most available E-learning platform for BPEd students was the Facebook (33 responded which was equivalent to 32.4%) then, Messenger (21 responded which was equivalent to 20.6%) Zoom meeting, (20 responded which was equivalent to 19.6%) Google meet, (16 responded which was equivalent to 15.7%), and Google classroom (12 responded which was equivalent to 11.8 %). Based on the results the Google classroom was the least used E-learning platform for BPEd students from first year to third year



**Table 5**  
**Technology and Devices available for the Respondents**

Device	Frequency	Percent
Smartphone	98	95.1%
Computer/laptop	5	4.9%
<b>Total</b>	<b>103</b>	<b>100.0%</b>

Table 5 described technological devices available to the respondents. Devices are one of the important tools for students to learn nowadays. One of these devices was Smartphones. As a result of the researchers' findings ninety-eight (98) responses which was equivalent to ninety-five-point one percent (95.1%) of the BPEd student used this device and five (5) responses which was equivalent to four-point nine percent (4.9%) of the BPEd students used computer or laptop in their online classes.

**Table 6**  
**Time Planning**

STATEMENTS	MEAN	VERBAL INTERPRETATION
1. Do you spend time each day planning your task?	3.94	Agree
2. Do you have a list of weekly goals ready to go at the beginning of each?	3.96	Agree
3. Do you make a list for your daily schedule?	3.97	Agree
4. Do you have a set of goals for each week ready at the beginning of the week in school/work?	4.01	Agree
5. Do you have a clear idea of what you want to accomplish during the next week?	4.04	Agree
6. Do you have set goals for the entire quarter/semester?	4.06	Agree
7. Do you have photo copy of articles which, although not presently important to you, may be in the future?	3.43	Disagree
8. Do you think you should generally complete all of your targets for a given week?	3.92	Agree
9. Do you set goals for yourself when it comes to finishing tasks?	4.08	Agree
10. Do you keep your important dates (e.g., exam dates, research papers due date, etc.) on a single calendar?	4.04	Agree
<b>WEIGHTED MEAN</b>	<b>3.94</b>	<b>Agree</b>

As shown in Table 6, BPEd students from first year to third year college had an effective way on their time planning. In this table the item which was "Do you set goals for yourself when it comes to finishing tasks?" had the highest mean of 4.08 and be described as "Agree", and the item "Do you have a photo copy of articles

which, although not presently important to you, may be in the future?" has the lowest mean of 3.43 and be described as "Disagree". Therefore, the students of BPEd had a positive way on their time planning because their time planning has a weighted mean of 3.94 and was described as "Agree".

**Table 7**  
**Time Attitude**

STATEMENTS	MEAN	VERBAL INTERPRETATION
1. When you have several things to do, do you think it is best to do a little work on each one?	3.91	Agree
2. Do you set and honor priorities?	3.92	Agree
3. Do you usually keep your desk clear of everything other than what you are currently working?	3.89	Agree
4. Are you able to make minor decisions quickly?	3.85	Agree
5. Do you believe that there is room for improvement in the way you manage your time?	4.23	Agree
6. Do you often find yourself doing things that interfere with your school work simply because you hate to say no to people?	3.77	Agree
7. Do you feel you are in charge of your own time, by and large?	3.97	Agree
8. On an average class day do you spend more time with personal grooming than with school work?	3.61	Agree



9. Generally, do you think you can usually accomplish all your goals for a given week?	3.85	Agree
10. Do you still work on an assignment the night before it due date?	3.91	Agree
<b>WEIGHTED MEAN</b>	<b>3.89</b>	<b>Agree</b>

It was shown in table 7 that the item “Do you believe that there was room for improvement in the way you manage your time?”, resulted the highest mean of 4.23 and was described as “Agree”, and on the item “On an average class day do you spend more time with personal grooming than with school work?”, showed the

lowest mean of 3.61 and was also described as “Agree” therefore, the student’s attitude towards their time was good because the BPEd student’s weighted mean on their time attitude was 3.89 and was described as “Agree”.

**Table 8**  
**Academic Behavior**

STATEMENTS	MEAN	VERBAL INTERPRETATION
1. I listen attentively to the lecture of my subject teacher?	4.19	Agree
2. I actively participate in the discussion, answering exercises and/or clarifying things I did not understand?	4.05	Agree
3. I exert more effort when I do difficult task?	4.10	Agree
4. Before I go on to browse social networking pages, I like to finish my studies and assignments?	3.74	Agree
5. I study harder to improve my performance when I get low grades?	4.18	Agree
6. I spend less time with my friends during school works to concentrate more on my studies?	3.99	Agree
7. I study the lessons I missed if I was absent from the class?	3.91	Agree
8. I am able to meet deadline without rushing at the last minute?	3.84	Agree
9. I always get assignment done on time?	3.95	Agree
10. I am spending enough time on academic matters?	3.95	Agree
<b>WEIGHTED MEAN</b>	<b>3.99</b>	<b>Agree</b>

From the figure, it can be seen that in table 8, the first item which was “I listen attentively to the lecture of my subject teacher?”, attained the highest mean of 4.19 and was described as "Agree", and the item “Before I go on to browse social networking pages, I like to finish my studies and assignments?”, resulted the lowest

mean of 3.74 and was also described as “Agree”. In table 8, the weighted mean was 3.99 and was described as “Agree”, this means that the students had a good behavior towards their academic matters

**Table 9**  
**Academic Planning**

STATEMENTS	MEAN	VERBAL INTERPRETATION
1. I prepare a daily or weekly “to do” list?	4.11	Agree
2. I prioritize my list in order of importance not urgency?	4.08	Agree
3. I plan time to relax and be with friends in weekly schedule?	3.88	Agree
4. I keep up to date on my reading and homework assignment?	3.90	Agree
5. I accomplish what needs to be done during the day?	4.01	Agree
6. I force myself to make planning?	3.87	Agree
7. I am spending enough time planning?	3.80	Agree
8. I have a clear idea of what I want to accomplish during the coming week?	4.04	Agree
9. I make constructive use of my commuting time?	3.89	Agree
10. I prioritize my list of order importance, not urgency?	3.93	Agree
<b>WEIGHTED MEAN</b>	<b>3.95</b>	<b>Agree</b>

The data implied that in table 9, the item “I prepare a daily or weekly “to do” list?”, the highest mean of 4.11 and was described as “Agree”, and the item “I force myself to make planning?”, resulted the lowest mean of 3.87 and was described as “Agree”. Based on the table, the weighted mean was 3.95 and was

described as “Agree”, therefore, the BPEd students had a good attitude towards their planning their academic matters.

#### **Behavior**

As a result, Time Management Skills can be described, and in time attitude and academic Behavior of BPEd students. It has a



great impact to the Behavior of BPEd students who always do their task with proper managing of their time.

As shown in the tables 6 and 9, the student's proper way of managing time have a great affect in their effectiveness doing their task. The students who have a positive attitude and willingness towards managing their time in a proper and effective way will benefit them in preparing to do more work loads and complicated.

#### Self-planning

As a result, self – planning has a great impact on BPEd students in managing time effectively and usefully. Students who are

setting their own plans in terms of their time in academic matters surely used their time wisely.

Time planning and academic planning greatly affect the performance of the students. Planning their tasks ahead of time was a big help for the students to monitor and control their time and to know what to do next and what to be done first.

Student who set their time and academic plans will help students to lessen the burden, pressure and stress in doing their assign task; will not be rushed to accomplishing tasks and it will provide more efficient and useful task.

**Table 10**  
**Significant Relationship between Profile and E-Learning Platforms**

PROFILE		ONLINEPLATFORM	DEVICE
SEX	R	0.116	0.043
	p-value	0.245	0.666
YEAR LEVEL	R	-0.067	-0.051
	p-value	0.503	0.606
ACADEMIC STATUS	R	<b>-.410**</b>	-0.070
	p-value	<b>0.000</b>	0.483

The data indicates in table 10, the relationship between the profile of the respondents and e-learning tools/platforms has low level of correlation in which equivalent to 1.01.

As a result, the profile of the BPEd students did not correlate to the e-learning platforms they used. The student's choice of e-learning platforms was not affected by their sex, year level and academic status.

**Table 11**  
**Significant Relationship between Profile and Time Management Skills**

PROFILE		TIME MANAGEMENT			
		Time Planning	Time Attitude	Academic Behavior	Academic Planning
SEX	R	-0.017	-0.067	-0.079	-0.032
	p-value	0.865	0.504	0.428	0.748
YEAR LEVEL	R	-0.035	0.086	0.045	0.028
	p-value	0.726	0.387	0.650	0.776
ACADEMIC STATUS	R	-0.057	-0.003	-0.091	-0.082
	p-value	0.566	0.975	0.363	0.412

As a result, the time management of BPEd students has no significant relationship with the respondent's profile. As shown in the table 11, the correlation between the profile and time management has a very low level.

The profile of the students will help in recognizing them in new normal education and it will not affect the time management of BPEd students because it only has low level of correlation with each other.

## CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the researcher's conclusions and recommendations based on the data collected, presented, and analyzed in the previous chapter.

### CONCLUSIONS

Based on the results of the study, the following conclusions were drawn.

1. Researchers found out that the majority of the respondents are second year BPEd students with the percentage of 44.7% or 46 of second year BPEd students are active than the other year. The third year BPEd student has 37 or 35.9% of the respondents, while the first year BPEd

students have the lowest respondents in this study with a percentage of 19.4%. 91.3% of the respondents are regular BPEd students and the rest 8.7% of the respondents are irregular BPEd students in Nueva Ecija University of Science and Technology, Sumacab Campus.

2. Most of the respondents in this study were females with (50.5%) and the rest (49.5%) were male. The majority of the respondents used Facebook for their E-learning platform with 32.4%. Only twelve (12) or equivalent to 11.8% of the respondents preferred Google classroom for their online platform. For the device majority or 95.1% of the respondents using Smartphones for their online class and the rest 4.9% using computers and laptops.
3. Researchers found out in this study that the majority of BPEd students set goals for themselves when it comes to finishing tasks. It was showed in question number 9 in table 6 that 4.8 weighted means of the students "agree" that they need to set their goal to finish their tasks. In every statement in table 6 "time planning", students "agree" that they must plan and set their goal ahead of time, to achieve the desired outcome of their work. The table 6 "time planning" mean was 3.94 described as "agree". The question "Do you believe that there was room for



improvement I the way you manage your time”, with a mean of 4.23 was described as “agree”.

It follows the question “Do you feel you are in charge of your own time, by and large?”, with a mean of 3.97, described a “agree”. Table 7 “time attitude” “. Do you usually keep your desk clear of everything other than what you are currently working?”, the overall mean was 3.89, described as “agree”. The majority of the BPEd students “agree” that they must control and be responsible for how they used their time.

4. The statement “I listen attentively to the lecture of my subject teacher?” with a mean 4.19 described as “agree” followed by the statement “I study harder to improve my performance when I get low grades?” with a mean of 4.18 described as “agree”. “I exert more effort when I do the difficult task” with mean of 4.10 described as “agree”, “I actively participate in discussion, answering exercises and/or clarifying thing I did not understand?” with a mean of 4.5 described as “agree”. In table 8 “academic behavior” the overall mean was 3.99 described as “agree”. The majority of BPEd students agree that being active and attentive to their class was one of the good behaviors of the students.
5. The statement “I prepare a daily or weekly “to-do list” with a mean of 4.11 described as “agree” to be followed by the statement “I prioritize my list in order of importance not urgency” with a mean of 4.8 described as “agree” and “I have a clear idea of what I want to accomplish during the coming week” with a mean of 4.4 described as “agree”. In this table “academic planning” overall was 3.95 describe as “agree”.
6. The result also showed the Time Management Skills of BPEd student has no significant relationship with the respondent’s profile. Time management was very important for each student’s, especially for distance learners. If they manage their time then they can achieve their desire goals. Time was a strong weapon for the students in this time of the new normal education.

## RECOMMENDATIONS

In the light of the findings of the study, the following recommendations were made:

1. **For Students.** There was no established start and finish periods for getting things done at home. There are also no teachers present to keep them on track. Academics may easily drift off and lose track of time without the natural support in a classroom. Online courses are either synchronous, meaning they are delivered at specified times, like in-person classes, or asynchronous, meaning they are self-paced. The latter was correct. The last allows students to have a more flexible schedule, but it may be more difficult for students to connect with instructors and perform their PE tasks from home.
2. **For Parents.** Parents also need to pay attention to their children at home and guide them on how to manage time in addressing academics issues. These things may help students to become habitual in managing time appropriately and excellently. Parents have a big role in every student in pursuing their goal to enter the new chapter of their lives. If the parents did not support their child, therefore it may affect the performance skills of the students. Supporting children may uplift their self-confidence in performing different activities.
3. **Researcher.** According to the research findings, there was a technical challenge and time management, a busy schedule, and not all content can be presented well in an e-learning environment. The researcher that lacks time

management expertise was a barrier to increased academic performance. If they are overworked and do not have time, student learning suffers, which leads to low academic morale and may jeopardize learning and institution image.

4. **Future researcher.** This study can be used by the future researchers who has a related study. Future researchers who are studying a research with a same content and with the same study can use this research study to support their study. They can also use the contents of this research study for the improvement and for the betterment of their study in the future.
5. **Student’s health.** Students in this time of pandemic tends to experience headaches and can develop eye problem because of their long time using their gadgets. Students don’t have a choice than to use their gadgets in order for them to study. Through the good time management of the students handling their academic matters, students can maximize their time and will be able to do other things like house chores. This study will help the students in the future to improve their health in terms of minimizing their time using their gadgets. The researchers wanted to help the students to be able to manage their time correctly, and will help them to improve their health through minimizing their exposure time on gadgets.
6. **Financial.** In this time of pandemic most of the parents of the students lost their jobs. There were students who could not attend the online class because they did not have enough money to buy a load and to attend in online learning through the use of Zoom meeting, Google classroom, Google meet and other E-learning platform. Also, there were students who could not buy a good gadget to support their studies in online learning. Having enough financial support in online learning will help the students to finish their tasks in time. Through the help of good gadgets and enough loads to attend in online learning will help the students to manage their time to accomplish their tasks in academic matters. This study will help students in the future to be prepared for the future costs of online learning.

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