

Education for Effective Time Resource Management for Sustainable National Transformation

Dr. Moses, Abai
Department of Educational Management
Faculty of Education
University of Port Harcourt
sandramoses80@gmail.com
08036483581

&

Wugate, Ueleebari Gibson PhD.
Department of Educational Management
Faculty of Education
University of Port Harcourt
Yiiboy4real@gmail.com
08036768742

Abstract

This study looked at education for effective time resource management for sustainable national transformation. Education is an industry that produces manpower for socio-economic, political and cultural development of any given society. A nations' policy on education is government way of realizing that part of the national goals which can be achieved through education. Sustainable transformation deals with the changes that takes place in an organization in order to bring about positive changes in the environment, economy and society at large. Thus, education for sustainable national transformation has the added benefits of improving staff productivity which in turn increases educational awareness among school administrators, teachers and students. Time resource is the most crucial elemental factor that governs the success or failure of most undertaking and events. It is a stretch duration in which things happen and effective time resource management entails how one can manage this stretch duration for organizational benefit. Time resource management is a range of skills, tools and techniques used to manage time when accomplishing specific tasks, projects and goals. Therefore, it is a necessity in any project development as it determines the time and scope for the completion of the project. Education for effective time resource management is vital for individuals in both personal and professional contexts as it helps to reduce stress, enhance productivity and leads to a more balanced and fulfilling life. The challenges of managing time resource include; staff embarking on industrial actions incessantly without covering their scheme of work, time not being properly allocated to all educational activities in the institutions, administrators serving in too many committees in the college in addition to their primary assignments amongst others. It was concluded that time resource management in school administration is a necessary criterion to achieving quality of scarce resources for the internal school administration with respect to time. It was suggested amongst others that school administrators should properly allocate time for administrative and academic activities so as to ensure that educational activities are carried out sequentially.

Keywords: **Education, Effective, Time Resource, Management, Sustainable, National Transformation.**

Introduction

Education is an industry that produces manpower for socio-economic, political and cultural development of any given society. A nation's policy on education is governments' way of realizing that part of the national goals which can be achieved through education. No policy on education can be formulated without identifying overall philosophy and goals of the nation. The ideal educational curriculum should therefore consider the interest and ability of the child so that it will be meaningful to him. The curriculum should always change and be subjected to constant review to meet the current and prevailing demands of the times. In other words, education and curriculum should be child centered considering the needs of the child and in respect to time (FRN, 2014). In Nigeria's philosophy of education, education is seen as an instrument for sustainable material transformation and the interaction of persons and ideas are all aspects of education. This is because it fosters the worth development of the individuals, for each individual's sake and for general development of the society; the training of the mind in the understanding of the world around us; the acquisition of proper skills and competencies as equipment for the individual to live in and contribute to the development of the society (FRN, 2014).

Consequently, the quality of instruction at all levels of education has to be oriented towards inculcating norms, values and respect at the appropriate time. Every event that takes place in life involves time utilization and its management. Some activities are usually omitted in educational institutions due to improper time management and planning. Time is very important for the achievement of organizational goals. According to Ajayi (2021) time is a symbol of life which involves multiple disciplines and it is the most precious resource of mankind, without which every existence is questionable. It symbolizes the most vital resource of life that has to be effectively utilized. Every activity carried out is an organization solely depends on time and its management. Time therefore, is an educational resource needed for quality teaching and administration of secondary schools. According to him, when applied appropriately, it facilitates effective service delivery and thus leads to sustainable national transformation and development. Also, it aids the achievement of educational goals and objectives. Teaching, learning and administration are functions of time. Furthermore, he asserted that time is an intellectual structure related to space, event or activity which is measurable.

Time resource management has been a topical issue since the 1960s when it was introduced by Carroll (1963) in United States of America as a method for managers to increase work performance and effectiveness through learning as a function of efforts spent in relation to efforts needed, which is time based. Time management philosophy tends to x-ray the importance and effective utilization of time as a resource in accomplishing organizational objectives and goals. According to Ebong (2006) in Nwabueze (2021), time is an educational resource that is naturally scarce, limited in supply but limitless in demand. It is an economic phenomenon that cuts across all disciplines and occurs in every sphere of life. This implies that time is constant and should be properly planned and managed in order to achieve educational goals at a given period. According to him, managing time appropriately leads to achieving existing results easily with limited resources. Any productive system whether structure, human, technology or financial support requires efficient and effective time management procedure. Therefore, improving the quality of school activities requires cooperative effort of all members with proper time management.

This implies that time is a very important administrative tool in carrying out educational tasks by the school administrators, teachers, students, community and government. However, a time management plan enables effective staff or administrator to identify if he is using his time properly in doing important activities with the highest energy levels in the system (Nwabueze, 2015).

Moreso, organizations require workers to be present and ready to work at particular times for quality production and enhancements in order to execute their work simultaneously with others, keeping a certain pace or rhythm and to complete their work within certain deadlines (work duration). This helps individuals to perform well at workplace and utilize time in an effective manner for organizational development. The fact that more people must balance their careers as well as home situation show and explain why time resource management is such a vital issue in educational/institutional administration. Hence, effective time resource management is a highly required skill and could be possible when the strategies for time procurement, usage and administration are routinely applied and this will in turn reflect in the effectiveness and efficiency of the institutional management.

Poway (2023) noted that time resource management is also important for effective inspection and supervision of schools in bringing the much needed quality instruments for academic and administrative progress as well as achievement in higher institutions. He proposes some conceptualizations and tried to disentangle some aspects of the way people deal with time in

work situations, most especially in educational institutions. According to him, educational activities include the academic and non-academic programmes organized by the school management/administrators, students, union and educational agencies both within and outside the school environment, which are geared towards the attainment of educational goals and objectives. Furthermore, he asserted that educational activities are highly programmed in hours, days, weeks, months and years for production of quality graduates. Academic calendar time-table give detailed programmes of academic (curricular) activities in an academic session. Hence, the educational administrators should ensure that both learners and all categories of staff make judicious use of time allocated for specific activities (learning, research and community service) because time lost cannot be regained especially in an educational institution.

It is worthy to note that the degree of efficiency and success in teaching and learning in the classroom depends on the adequacy of the planning and use of time as an educational resource. Thus, there is need for school administrators to plan their activities with time in order to maximize, if not totally eliminate stress and ensure that the aims and objectives of the institutions are accomplished. Therefore, effective time resource management is a highly indispensable skill. This is because when the techniques for time management are routinely employed, they will in turn reflect in the effectiveness and efficiency of the educational system. Time management in educational institutions facilitates the symbolic relationship between the school and society through efficient and effective use of available educational resources (human, material and finance). With this mutual relationship, the realization of school objective will be difficult, untimely and other resources wasted as the school community may be starved of the facilities and assistance required of them (Ajayi, 2021).

Conceptual Clarifications

Sustainable National Transformation

Sustainable transformation has to do with the changes that takes place in an organization in order to bring about positive changes in the environment, economy and society at large. Sustainability is not only seen as a “nice-to-have” social contribution, but also as a strategically vital management priority. In other words, sustainable goals and environmental initiatives are built-in to every organizations mid-to-long-term growth plans. According to Dieserndorf (2018) leaders should prioritize sustainability in their organizations for various reasons. First is that the society have so much expectations from them secondly, there are several government policies, guidelines and procedures that have been created to achieve global sustainable goals.

Thirdly, the younger generations are making their purchasing decisions based on organizations commitment to a cleaner and healthier planet. According to him, in order to participate in the sustainable transformation movement, institutions need to be proactive in sharing what they are presently doing to reduce their carbon footprint as well as their plans for the future. He further asserted that education for sustainable national transformation has the added benefits of improving staff productivity which in turn increases educational awareness among school administrators, teachers and students.

Dixton and Fallan (2016) added that for sustainable transformation to make a lasting impact within an educational system, it has to be fully supported by its heads. Hence, leadership must model the behaviour that they want to see within their organization by building it into the institutions cultures, purpose and mission. According to them, sustainable transformation is dependent on digital transformation. It streamlines the business and creates a technological approach that can be used to improve processes, reduce digital and physical waste and inspire innovation solutions. For instance, the data that we get from digital transformation can be used to create more sustainable practices and make the overall operations of the school more sustainable.

Sustainability is an attempt to reconcile growing concerns about a range of environmental issues with socio-economic objectives. It is believed that the three pillars of social, environmental and economic sustainability are not necessarily in alignment and often creates situations that are deemed complex and perplexing, with lack of clarity about the challenges and various interests creating tensions. The conventional economist perspective supports that sustainability is an end-point and can be achieved through efficient consumption. This implies that sustainability is equated with economic growth and viability and the negative effects on the environment and society are not considered (Cerin, 2021). The non-environmental degradation perspective is noted in the limits to growth concept. According to Allen and Clouth (2021), economic development depend on national resources and cannot continue indefinitely, as crossing environmental boundaries may cause the collapse of ecosystem. This view is eco-centric and excludes societal considerations such as poverty, unemployment, human right and illiteracy from the aim of sustainable transformation. According to them, the integrational meaning acknowledges that achieving sustainable national transformation entails reconciliation of economic, social and environmental aspects and is more complete than the previous ones. However, it is mainly focused on present activities. They further asserted that the integrational definition of sustainable transformation stems from the Brundtland report and

considers the temporal scale of sustainability, the impact of present decisions on future generations and how it bridges the three pillars of environment, society and economic transformation.

Abubakar (2017) asserted that the sustainability problem through gap analysis from a systems view aims to facilitate the process of sustainable transformation through education and sees it as the means for bridging the gap between the current unsustainable state and a desired sustainable one. According to him, the process can accelerate the collaboration of all those involved in educating and sustainability allows educational institutions to develop a clear vision of what sustainable transformation means to them and work towards transforming individuals, groups, organizational, communities and systems by developing the competencies needed to transition to a sustain future. Furthermore, he pointed out some main steps for sustainable transformation in education to include; pedagogies and learning strategies for education for sustainable development, enabling conditions for sustainability, competencies for sustainable transformation, a participating vision of sustainability, and monitoring and evaluation of competencies and distance from sustainable state (Abubakar, 2017).

It is worthy to note that sustainability does not translate to a fixed predetermined version of a sustainable state, but a future that will aspire to reach, a vision of a world transformed by the sustainable development goals. The need for the education community to collectively define a sustainability vision of the future, translating what achieving the sustainable development goals, will mean, should be a participatory process with strong collaboration stakeholders. Participation in education sector has been found to increase synergies, establish positive learning outcomes and promote a culture of collaboration.

In addition, the educational sustainable development can benefit from a wider participation stakeholders in a dialogue about the vision, mission and educational objectives of the institutions which can be an important drive for sustainable transformation. However, stakeholders that should be included in the visioning process can be internal to education such as professors, school administrators, management, students and service personnel; or external factors such as; local authorities, communities, indigenous populations, suppliers, businesses and citizen association/movements. When students are engaged in shaping educational outcomes, they have been found to develop civic responsibility as a societal norm (Diesendorf, 2018).

Time Resource

Every school activity is allocated some time frame within which the activities are to be accomplished. There is time for morning devotion, time for first and last sessions, break time, mid-term break, holidays and so on. There are also specific lessons allotted to these times. When these are not properly utilized, school goals are not achieved. The other resources (human resources) make use of time in the performance of functions, hence time is utilized to maintain facilities, delegate functions or even spend the fiscal cash (Maduagwu and Nwogu, 2006). Time resource is often ignored as a major resource, but it is one of the scarcest resources of man. It is generally believed that time waits for no one and he, who fails to plan, plans to fail. Therefore, time as a resource should be properly utilized so as to meet deadlines and achieve the predetermined educational goals and objectives.

According to Maduagwu and Nwogu (2006), the school administrators are faced with values tasks as there are complexities assigned to daily activities on their schedule. Hence, there is need to plan activities of the school ahead of time. Therefore, if the time schedule for each activity in the school is not managed effectively and efficiently, it will lead to creating cluster in the workplace, poor performance, lack of concentration and in most cases, a more stressful life for the school manager. In essence, to avoid role conflict, stress, unaccomplished responsibilities and unachieved goals, time should be properly managed.

According to Kalu (2020), timing the work is one of the most appealing options needed in an educational institution for the actualization of set goals. It includes administrative time, instructional time and learners time. From the administrative and instructional points of view, administrative and academic learning time can be adapted to learners' time involves the students' ability to regulate their time-on-task according to their learning time availability, the instructional time requirements and the flexibility of the learning tasks. According to him, learners' time flexibility is determined by the their capacity to allocate time to academic activities as well as the quantity and quality of time they can spend on these activities. Furthermore, he asserted that instructional time determines the duration, pace and synchronicity of the learning activities that makes up the learning programme in which the students are involved.

Time is the most crucial resource that should be considered first in the life of every individual. It is a measure in which events can be ordered from the past through the present into the future, and also the measure of durations of events and the intervals between them. Time has been a major subject of study in education, religion, philosophy and science. Nevertheless, diverse

fields such as business, sports, sciences and the performing arts all incorporate some notion of time into their respective measuring systems.

Time commute different meaning depending on the context in which it is applied. The Oxford Advanced Learners' Dictionary of Current English (2023) defines time as an indefinite continued progress of existence and events in the past, present and future regarded as a whole. Similarly, Ugwulashi (2015) sees time as part of the measuring system for sequencing and measuring duration and intervals of events. From these definitions, it can be deduced that time is a vital ingredient for the measurement of duration of activities or events in the school organization for the attainment of goals. It is imperative to note that time is an important input which an educational institution depends on for its survival. Therefore, it calls for a skilful application by school managers, teachers and students in order not to lag behind schedules of set school activities. Time is the most crucial elemental factor that governs the success or failure of most undertaking and ventures. In other words, it is a stretch duration in which things happen and effective management entails how you can manage this stretch duration for individual benefits.

Okoronkwo (2018) asserted that time for school and teaching is one of the most straight forward policy variables to try for improved educational outcomes. According to him, the officially mandatory school time and lesson time per subject usually indicated as "allocated time", is to be seen as a gross measure. This measure can be indicated as "net teaching time".

Time Resource Management

Time resource management is seen as the effective and efficient utilization of a manager's or administrator corporate time to achieve personal or organizational goals. Adeboayo and Omojola (2019) sees time resource management as a set of principles, skills, tools, practices and systems that work together to get more value out of time with the aim of improving life. This implies that proper time resource management enhances individual and organizational life style. It also reveals that certain basic skills like prioritizing, scheduling, planning and goal setting and associated with the concept of time resource management. Hence, school managers should be kept conscious of time which is ceaselessly moving on in order to achieve the predetermined educational goals. According to them, when time is scheduled and appropriate time allocated to the performance of each task according to their degree of important in achieving definite organizational goals and at the same time pruning time wasters, one can be said to exercise control of one's corporate time. Therefore, the way a school administrator apply, these principles to the management of his contract time will determine to a great extent

the coverage of the school curricular prescriptions for a given period of time. It will also determine the schools performance in the internal and external set examinations, the discipline and general performance in other areas of school administration (Adebayo and Omojola, 2019).

Kalu (2002) asserted that time resource management is a range of skills, tools and techniques used to manage time which accomplishing specific tasks, projects and goals. This set encompasses a wide scope of activities. They include goals, scheduling, organizing, monitoring and prioritizing. According to him, a time resource management system is a designed combination of processes, tools techniques and methods. Time resource management is a necessity in any project development as it determines the and scope time for the completion of the project.

Most school administrators seem not to recognize time as a vital educational resource. To some, when resources in education are mentioned, every mind points to the materials, human and financial resources. In the light of this, Maduagwu and Nwogu (2006) agreed that time is a very important educational resource which guides every school activities. For instance, there are scheduled times for morning devotion, classes, breaks, preps, dinning, labour and even the end of school for the day. The implication of this is that any activity not performed within its scheduled period can never be repeated for that day. This is because another important and useful activity is scheduled for the next available time. According to them, school administrators also spend a lot of time each day planning, organizing, controlling, communicating and holding meetings. However, these various tasks call for systematic approach to the effective management of time as well as a clear identification and allocation of duties. This is necessary because no single individual can successfully carryout the day's management responsibilities without fatigue and perhaps breakdown. Therefore, time resource management can be seen as the systematic allocation of time for every activity and strict adherence to the time schedules so that the day's organizational objectives can be achieved. Furthermore, they pointed out some approaches to effective time resource management. These include;

1. Plan and organize your daily work and map out what to be accomplish in order of priority
2. Delegate functions to capable employees and wait for accountability
3. Organize other workers by writing down what they are expected to accomplish. For example, the school timetable should be monitored though the year heads, the secretary should be aware of the day's target.

4. Make an analysis of how you spend your time each day
5. Planning your work for the week and indicating in advance in your daily what you wish to accomplish daily
6. Evaluate every job and identify the tasks to be performed, target objectives and estimated time for its actualization
7. Be fair and firm in your dealings with employees and visitors
8. Be a good listener during conversations so that you will know exactly what to say
9. Reserve quiet times for yourself to do some jobs that does not require interrupts.
10. Deal with matters in their own merit (Maduagwu and Nwogu, 2006).

Education for effective time resource management for sustainable national transformation

Education is the transmission of knowledge, skills and character traits and manifests in various forms. The precise definition of education is disputed and there are disagreements about the aims of education and the extent to which education differs from indoctrination by fostering critical thinking. These disputes impact how to identify, measure and enhance various forms of education. However, education socializes individuals into society by instilling cultural values and norms, equipping them with the necessary skills to become productive members of the society. In doing so, it stimulates economic growth and raises awareness of local and global problems (Mullen, 2022). Organized institutions play a vital role in education, for example, governments establish education policies to determine the timing of school classes, the curriculum and attendance requirements.

In prehistory, education primarily occurred informally through oral communication and imitation. With the emergence of ancient civilization, the invention of writing led to an expansion of knowledge, prompting a transition from informal to formal education. Adegbite (2017) sees education as a systematic process through which a child or an adult acquires knowledge, skill, experience and sound attitude. It makes an individual refined, civilized, continued and educated. It is the only means for a socialized and civilized society. Its goal is to make an individual perfect. Every society gives importance to education because it is a panacea for all evils. In other words, it is the key to source various challenges of life. According to him, education is meant to aid the human being in his pursuit of wholeness. Wholeness implies the harmonious development of all the potentialities God has given to a human person. He further asserted that time education is the harmonious development of the mental, physical, moral and social faculties, the four dimensions of life, for a life of dedicated service.

Effective time resource management is crucial for individuals in both personal and professional contexts as it helps to reduce stress, enhance productivity and leads to a more balanced and fulfilling life. It entails making informed choices about how to spend time, minimizing distractions and organizing tasks based on their importance and deadlines. Morgenstern (2014) noted that time resource management is important because it is a direct counter to procrastination. Procrastination is the act of waiting until there is a short period of time to get something done. The benefits of effective time resource management include; increased productivity, less stress and anxiety, and the realization of goals. According to him, increased productivity is the ability to get a significant and result out without putting as much in. This can result to promotion or other advanced opportunities. When a supervisor sees that an employee can maximize their time in a way that they can get things done in a shorter period of time than their peers, they recognize the employee has excellent time management skills.

Moreso, being tasked with too many responsibilities without having enough time to recover can lead to stress and anxiety. According to Roy (2023), stress and anxiety are intense emotional states of excessive worry and fear. Suffering from stress and anxiety can lead to mental health disorders such as depression or physical ailments such as headaches, chest pains and low energy. However, effective time management skills helps one to be in control of their time, thus, helping to reduce stress and anxiety.

In addition, a realization of goals is another benefit of effective time resource management because it helps with prioritizing. According to Morgenstern (2014), prioritizing is determining the order for dealing with tasks by order of importance. It can be easy to feel as though everything is of equal importance. However, ranking and separating tasks from urgent to important, and then flexible timelines setting to complete each task will be of great help to the school administrator. In view of this, Maduagwu and Nwogu (2006) added that time can be managed through the following ways; plan your work for the week, organize your daily work by stating what to do in order of priority, organize other people – your secretary, boss, messenger and educate them on what to do, use the diary to free at least one day from any appointment or have some allocated time for yourself analyzing how time is spent on such items relating to your job such as reading, writing, dealing with people, telephoning, attending meetings and traveling.

Similarly, Obasi and Asodike (2014) pointed out some strategies and approaches which can assist school administrators in Nigeria to manage their time more effectively and efficiently. These include;

1. School administrators should plan each day's activities effectively.
2. They should arrange their tasks in order of importance.
3. They should have the discipline and knowledge to say no to non-essential tasks.
4. School administrators should always evaluate how they are spending their time.
5. They should be encouraged to take break when needed in between a working day.
6. School administrators should organize the school timetable throughout the year in such a way that all activities are clearly stated and written.
7. Large time consuming tasks should be broken down into smaller units.
8. Delegations of responsibilities and duties is vital for effective and efficient time resource management in education.

Challenges in the management of time resource for sustainable national transformation

Time has become such a precious resource that it is often limited to the large demands placed on individuals both in our work life and personal environment. It helps in prioritizing administrative tasks and resources, without which accomplishment of organizational goals and objectives became impossible. It must draw the attention of school administrators to be good time managers in order to efficiently and effectively carryout their statutory duties for national transformation and development as well as continued survival of the school system (Nwabueze, 2021).

Time resource management in its modern day concept, refers to self-discipline, resource management, planning setting goals, delegation, accountability of spent time, scheduling, organizing and aligning priorities. According to Mackenzie (2021), time resource management is a misnomer (time itself is not managed; rather, the activities and resources are managed against it). This implies that time management does not meant to establish more minutes in an hour, more hours in a day and consequently further, but rather, it is about managing oneself in a way that things that are more meaningful are done. The challenge of effective time resource management is to balance our commitments with our personal needs. However, the key is not to prioritize what is one's schedule but to schedule one's priority. According to him, poor time management mostly addresses self-weaknesses, habits and personality traits. These habits and traits can be categorized as timewasters. For instance, gossip is a potential time waster whereas it would be an established habit of an individual throughout one's life. Furthermore, he asserted

that poor time management creates for tasks analysis and weak administration of educational services. Time resource management is all about getting overall more productive lives and getting rid of the chaotic schedules and time wasters that depress the sparkle of life in general. Therefore, the focus should be to learn techniques for efficient and effective use of time (Mackenzie, 2021).

The aim of time resource management is to Marshal efforts on a avoiding the unproductive interpretations and use time energy for maximizing the value and benefit. One problem of planned school time is the hasty approach to policies by the school planners without given considerable time for planned policies and programmes to be actualized. Changes are made without considerations to obvious facts. Basically, the implementation processes of planned school system are not timely, thus, leading to transparent failures in the system. According to Okoronkwo (2018), there are crisis of insufficient time for educational services, insufficient trained administrators, teachers, school facilities and find to manage the school as students are found in most areas learning under deplorable and congested situations. It appears that changes made do not have enough difference in the school system. Hence, planned time is important to avoid failure. It helps to ensure errors detection and correction in time before advancing to the next stage of the process. According to him, the educational changes going on requires proper control and management to ensure effective time management so that they do not have unpleasant effects on the system.

In view of this notion, Kalu (2020) highlighted some challenges in the management of time resource to include; changes in knowledge creation, changes in the educational model, changes for social responsibility and knowledge transfer and changes aimed at tapping the potential information and communication technologies in the creation and dissemination of knowledge. Similarly, Madumere-Obike et al., (2015) identified the challenges inhibiting effective management of time to include; administrators serving in too many committees in the college in addition to their primary assignments, staff embarking on industrial actions incessantly without covering their scheme of work, time not being properly allocated to all educational activities in the institutions, administrators having too many visitors to attend to in schools affect their administrative work, inadequate ICT facilities for easy and quick information dissemination, poor planning of activities in the institutions affect teaching and learning and lack of research facilities within the school to improve time management.

Suggestions

The study suggests the following;

1. School administrators should properly allocate time for administrative and academic activities so as to ensure that educational activities are carried out sequentially.
2. School administrators should properly arrange the allocated time through supervision and inspection of all the activities of the school in order to make sure that they are carried out effectively.
3. Academic staff should follow the timetables in facilitating the transmission of knowledge to students through estimating time accurately for academic activities within the school calendar as well as completing the course outline promptly.
4. Government should make provision of adequate ICT facilities for steady and quick information dissemination as well as time management system to enhance the achievement of educational goals and objectives.
5. School administrators should organize and participate in reliable administrative functions.
6. Government should ensure the provision of adequate research facilities for the school to enable the school administrators and teachers carryout research and projects that will promote the educational institutions at the appropriate time.

Conclusion

Time resource management in school administration is a necessary criterion to achieving quality in carrying out the entire school activities as well as proper utilization of scarce resources for the internal school administration with respect to time. Without efficient use of time in pursuit of school activities, quality cannot be maintained. Hence, time is the measuring instrument for effective quality management in any organization.

References

- Abubakar, I. F. (2017). Access to sanitation facilities among Nigerian households: Determinants and sustainability implications. College of Architecture and Planning, University of Damman, Saudi Arabia; *Sustainability*, 9(4), 547. Doi:3390/su9040547.
- Adebayo, F.A. & Omojola, I. (2019). Influence of time management on administrative effectiveness in higher institutions in Ekiti State. *International Journal of Education Research and Technology*, 3(1), 27-34.
- Adegbite, J. G. O. (2017). The education reform agenda: Challenges for tertiary education administration in Nigeria. Being a paper presented at the sixth annual seminar of the

conference of registrars of college of education in Nigeria (South-West Zone) at the college of education, Ikere-Ekiti, Ekiti State

- Ajayi, I. A. (2021). Issues in school management. Bolabay Publications.
- Allen, C. O. & Clouth, S. I. (2012). Green economy, green growth, and low-carbon development-history, definitions and s guide to recent publications. UNDESA: A book to the green economy. Retrieved from <https://sustainabledevelopment.Un.org/content/document/GE%20guidebook.pdf>
- Caroll, J. B. (1963). A model of school learning. *Teachers College Record*, 64(3), 722-733.
- Cerin, R. (2021). Construction of activity duration and time management potential. *Applied Cognitive Psychology*, 8(2), 55-168.
- Diesendorf. R. A. (2018). Sustainability, and sustainable development. In D. Dunphy, J. Benvenistse, A. Griffiths, and P. Sutton (Eds), sustainability: The corporate challenge of the 21st century (pp. 2,19-37). Sydney: Allen & Unwin
- Dixton, J. A. & Fallon, L. A. (2016). The concept of sustainability: Origins, extensions and usefulness for policy. *Society and Natural Resources*, 2(1), 73-84.
- Federal Republic of Nigeria (2014). Natural policy on education. NERDC Press.
- Kalu, J. N. (2020). Time resource management for effective school administration. *Journal of Educational and Social Research*, 2(10), 107-115.
- Mackenzie, A. (2021). The time traps (3rd Ed). AMACONA: A Division of American Management Association. Pp. 41-42. ISBN 081447926x
- Maduagwu, S. N. & Nwogu, U. J. (2006). Resource allocation and management in education. Chadik Printing Press.
- Madumere-Obike, C. U., Nwabueze, A. I. & Ukala, C. C. (2015). *Time management for quality administration of universities in South-East, Nigeria*. In S. O. Oluwuo, J. N. Okoli, S. D. Osaat and C. M. Uche (Eds). 100 years of education in Nigeria: Issues on educational reforms and administration book of readings (P.159-174). University of Port Harcourt Press
- Morgestern, J. (2014). *Time management from the inside out*. Henry Holt and Company.
- Mullen, C. A. (2022). Meaning of education, aims, functions and principles. <https://www.jaypeedigital.com>c>
- Nwabueze, A. I. (2015). Resources in educational. In J. M. Ebong (Ed) economics of education (In press).
- Obasi, F. N. and Asodike, J. D. (2014). *Educational resource management*. Pearl Publishers.
- Okoronkwo, I. (2018). *Education administration: Theory and practice*. Totan Publishers
- Oxford Advances Learners Dictionary (2023). Resource noun-definitions, pictures, pronunciation and usage notes. <https://www.oxfordlearnersdictionary.com>>

- Poway, S. (2023). *Unified school district and Poway federation of teachers*. Preview of the literature on time and learning
- Roy, W. E. (2023). *School timetable construction algorithms and complexity*. Cip-Data Library Technische Universiteit Eindhoven
- Ugwulashi, C. S. (2015). Time management and school administration in Nigeria: Problems and prospective. *Mediterranean Journal of Social Sciences*, 2(4), 103-111.