

PRINCIPALS' MANAGEMENT OF SCHOOL RESOURCES AND JOB ACHIEVEMENT AMONG TEACHERS IN SELECTED SECONDARY SCHOOLS IN EKPOMA, EDO STATE

CONSTANCE IYORE OSAGIE Ph.D.

Department of Educational Foundations and Management

Ambrose Alli University,

Ekpoma, Edo State, Nigeria

Tel: +2347035217288

Emial: iyoreconstance@gmail.com

Abstract

This study examined the relationship between the management of school resources specifically time management and job achievement among teachers in selected secondary schools in Ekpoma, Edo State. The research also explored the role of teacher skill competency as a contributing factor to job achievement. A survey research design was employed, with a total population of 132 teachers drawn from Ujemen Secondary School (48 participants), Emaudo Secondary School (33 participants), and Ihumudumu Secondary School (51 participants). A census sampling technique was adopted. Data were gathered using a structured questionnaire using a 5-point likert scale and analyzed using percentages, mean scores, and standard deviation. Hypotheses were tested using Pearson Product-Moment Correlation and multiple regression analysis via SPSS version 23. Results revealed a significant positive relationship between principals' time management and job achievement ($r = .67, p = .001$), and between time management and teacher skill competency ($r = .59, p = .004$). Additionally, time management and skill competency jointly predicted job achievement significantly ($r = .72, p = .002$). The findings underscore the importance of effective time management by principals and continuous teacher development in achieving school goals. The study recommends regular leadership training in time management for principals and professional development programs for teachers to boost performance.

Keywords: Time management, Job achievement, Skill competency, Principal leadership, Resource management, Higher education

Introduction

In today's secondary education environment, effective management of school resources is essential to achieving high job performance among teachers. Principals, serving as the chief administrative leaders in secondary schools, are responsible for the strategic allocation and supervision of time, instructional resources, human capital, and facilities to boost teaching and learning outcomes (Okeke & Ibrahim, 2023). Among these resources, time management stands out as a vital administrative skill that enables the coordination of lessons, meetings, co-curricular activities, and staff responsibilities (Chukwuma & Adewale, 2024). Time management in the secondary school context refers to a principal's ability to schedule and prioritize school tasks, reduce time wastage, and ensure efficient

classroom delivery. It fosters an organized work environment where teachers can meet their teaching goals without excessive pressure or last-minute disruptions (Nwachukwu & Okoro, 2022). When principals manage time effectively, it encourages teacher motivation and productivity by supporting goal setting, lesson preparation, and time-conscious instruction. Competent teachers are more likely to deliver quality lessons, manage classrooms efficiently, and contribute to student academic growth (Adedayo & Musa, 2023). Without adequate competency, even the most well-structured school programs may fail due to poor execution, leading to lower performance levels and dissatisfaction among staff. By understanding the link between time management and skill competency, this research contributes to the development of strategies that can improve school performance, teacher effectiveness, and overall academic success in Nigerian secondary schools.

The management of school resources by principals is fundamental to the successful operation of any educational institution. Principals are tasked with overseeing a range of resources including human, financial, material, and time-related assets to ensure the smooth running of the school and the achievement of institutional goals (Adebayo & Nwachukwu, 2023). Effective resource management requires careful planning, allocation, utilization, and monitoring to promote efficiency, equity, and sustainability. In particular, the ability to manage time effectively has gained prominence as a crucial administrative skill, influencing not only daily school operations but also the long-term success of academic programs (Ibrahim & Okoro, 2024). At the heart of school resource management is the need to prioritize tasks, delegate responsibilities appropriately, and maintain a conducive environment that supports teaching, learning, and research activities. Poor management practices often lead to wastage, staff dissatisfaction, and diminished educational outcomes (Chukwuma & Adigun, 2023). Conversely, when principals manage resources effectively, they create opportunities for professional growth among staff, foster collaboration, and drive institutional performance. Modern educational leadership emphasizes strategic resource management as a lever for improving quality and competitiveness in schools (Oladele & Agbaje, 2024). Therefore, the ability of principals to efficiently manage school resources particularly time plays a vital role in enhancing job achievement and organizational success.

Time management refers to the deliberate planning, organizing, and execution of activities to maximize productivity and achieve specific objectives within a given period (Ezeani & Bello, 2023). In the educational context, effective time management by principals involves not only personal scheduling but also the systematic coordination of school activities such as academic calendars, staff meetings, classroom teaching periods, examinations, and extracurricular programs. It ensures that tasks are prioritized, deadlines are met, and resources are utilized efficiently to minimize delays and avoid operational conflicts (Idowu & Akinsola, 2024). For school leaders, mastering time management is critical to sustaining smooth administrative processes and fostering an environment that supports high

academic standards. Poor time management often leads to disorganized school routines, stress among staff, missed academic targets, and reduced job satisfaction (Anene & Yusuf, 2023). Conversely, principals who demonstrate strong time management skills are better able to delegate tasks effectively, monitor academic progress, maintain discipline, and provide timely feedback to staff and students, all of which contribute to overall school performance (Obasi & Ero-Phillips, 2024). Recent studies have emphasized that time management is no longer an optional skill but a strategic necessity in today's dynamic and competitive educational environment (Akinbode & Omisore, 2023). Consequently, it is essential for principals to adopt proactive time management strategies to enhance staff job achievement and promote institutional excellence.

Job achievement refers to the successful completion of assigned tasks, responsibilities, and goals within an organizational setting, reflecting an individual's effectiveness, efficiency, and contribution to institutional success (Onyema & Balogun, 2023). In educational institutions, job achievement among staff is critical for the realization of academic and administrative objectives. It encompasses various performance indicators such as timely completion of duties, quality of work output, innovative practices, student satisfaction, and active participation in institutional development programs (Chukwu & Adewale, 2024). The concept of job achievement goes beyond mere task completion; it also involves a commitment to excellence, continuous improvement, and the ability to adapt to changing demands within the educational sector. Staff members who consistently achieve their job expectations contribute significantly to the growth and reputation of their institutions (Oladokun & Eze, 2023). However, the extent of job achievement is largely influenced by internal factors such as motivation, skill competency, and time management, as well as external factors like leadership support and availability of resources (Ogunleye & Musa, 2024). Recent studies affirm that promoting job achievement among education staff requires a strategic focus on enhancing individual capabilities and creating a supportive work environment (Adesina & Ekanem, 2023). Thus, fostering high levels of skill competency and effective resource management by school principals remains vital to optimizing staff job performance and institutional success.

Skill competency refers to the possession and effective application of relevant knowledge, techniques, abilities, and attitudes required to perform job tasks successfully and meet organizational expectations (Ezeaku, 2023). In the educational context, skill competency among staff is crucial because it directly impacts the quality of teaching, research, and administrative efficiency. Competent staff members are able to execute their roles with precision, adapt to new challenges, and contribute to innovation and institutional growth (Omotayo & Nwosu, 2024). High skill competency leads to faster and more efficient task completion, higher job satisfaction, and the promotion of creativity and innovation in work processes. Employees who are competent are better equipped to handle the complexities of modern educational environments, such as integrating technology

into learning, managing diverse student populations, and implementing curriculum reforms (Chinonso, 2023). This competence translates into higher levels of job achievement, as individuals can meet and even exceed performance expectations, deliver quality outcomes, and contribute meaningfully to the achievement of institutional goals. Conversely, a lack of skill competency can lead to job dissatisfaction, errors, reduced productivity, and organizational underperformance (Obiora, 2024). Thus, institutions that invest in continuous professional development and skills enhancement for their staff are more likely to foster a culture of excellence and high achievement (Salami & Ojo, 2023). Recent research highlights that skill competency is not static; it requires ongoing learning, mentoring, and exposure to new practices to remain relevant in the ever-evolving educational landscape (Ibe, 2024). Therefore, improving the skill competency of educational staff is indispensable for achieving high job performance, ensuring academic excellence, and sustaining institutional competitiveness in today's dynamic educational sector.

Johnson (2021) conducted a study examining the effect of time management on the performance of 150 secondary school principals across three districts. The research employed a quantitative survey design using structured questionnaires that focused on time allocation, scheduling strategies, and prioritization practices. Participants responded to questions on their time use in administrative tasks, instructional leadership, and staff meetings. The study's data were analyzed using multiple regression analysis to assess the relationship between time management and school performance metrics, including student outcomes and staff punctuality. Results showed a 35% improvement in performance where principals practiced efficient time management. The study recommended incorporating time management training into leadership development programs. Okoh and Adebayo (2020) explored how time management influences staff motivation among 80 university administrators in Nigeria. Using a descriptive survey design, the study utilized stratified random sampling to select respondents from different departments, ensuring balanced representation. A structured Likert-scale questionnaire assessed time planning, meeting deadlines, and administrative control over academic schedules. Data analysis involved mean score comparisons and t-tests to measure differences across departments and administrative levels. Findings showed that administrators with stronger time management practices fostered higher levels of staff motivation, goal clarity, and engagement. The authors emphasized that effective time control by university leaders can enhance both staff morale and institutional efficiency.

Ekezie (2019) investigated the impact of principals' leadership abilities especially time-focused leadership on staff productivity in secondary schools. Adopting a mixed-methods research design, the study combined quantitative questionnaires and qualitative interviews. One hundred staff members completed a structured instrument covering time coordination, delegation, and work monitoring. Additionally, ten principals were purposively selected for in-

depth interviews. Quantitative data were analyzed using descriptive statistics, while qualitative responses were processed using thematic analysis. Results revealed that leadership approaches emphasizing time discipline and proactive planning significantly influenced staff work quality and completion rates. The study concluded that principals' leadership styles should integrate time-focused training to boost school productivity. Ibrahim's (2018) study focused on how heads of departments (HODs) in Nigerian universities manage institutional resources especially time and the impact on departmental performance. A cross-sectional survey design was adopted, targeting 60 HODs across three federal universities. The study utilized a census sampling technique, capturing the entire population of departmental heads. A structured questionnaire measured the management of human, material, and time-related resources. Data were analyzed using descriptive statistics via SPSS, including means and standard deviations. Results revealed that time efficiency in resource distribution, such as scheduling meetings and supervising academic activities, was associated with improved staff performance and research output. The study emphasized training in strategic resource handling for academic leaders.

Ahmed and Suleiman (2017) examined the relationship between lecturers' time management and their academic achievements in Nigerian universities. The study adopted a correlational survey design and involved 90 lecturers randomly selected across four faculties. The researchers used a structured instrument measuring dimensions of time use such as procrastination, priority setting, and teaching preparation. The study employed the Pearson Product Moment Correlation Coefficient to determine relationships between time management and outputs such as published papers, teaching efficiency, and student feedback. Findings indicated a statistically significant positive correlation between good time management and academic success. The authors recommended institutional policies promoting time-use awareness for academic staff development. Uwemedimo and Okon (2016) conducted an experimental study to test whether time allocation strategies could predict job performance among secondary school teachers. Using an experimental survey design, the researchers selected 120 teachers through simple random sampling from six public schools. Participants were split into two groups—treatment and control. The treatment group received a time management workshop focusing on planning, prioritization, and workload balancing, while the control group maintained regular schedules. Data were collected using pre- and post-intervention surveys and analyzed using ANOVA. The results showed a significant improvement in job performance among the treatment group. The study concluded that professional development in time use enhances staff efficiency and goal completion.

Despite government efforts and increased investment in the Nigerian secondary school system, many schools continue to experience significant challenges in translating these resources into improved teacher productivity and student outcomes (Olawale & Ijeoma, 2023). In several secondary schools within

Ekpoma, Edo State including Ujemen, Emaudo, and Ihumudumu Secondary Schools issues such as poor time allocation, irregular supervision, and ineffective resource coordination are evident. These problems often result in missed instructional hours, inefficient staff deployment, and inconsistent classroom performance (Edokpolor & Uhunmwangho, 2023). Common problems such as poor scheduling of academic programs, last-minute adjustments to timetables, and lack of prioritization of critical teaching tasks reduce the overall effectiveness of teaching and learning processes. Furthermore, many educators lack ongoing training in emerging pedagogical strategies, modern classroom technology, and student-centered learning approaches. As a result, even where resources are available, underutilization or misuse due to competency gaps leads to low job achievement and decreased educational outcomes (Okafor & Salami, 2023). It is, therefore, important to examine how principals' time management strategies and teachers' skill competency influence job achievement. Understanding this relationship is essential to improving school productivity, developing actionable administrative policies, and enhancing the quality of teaching and learning in Ekpoma's public secondary schools.

Purpose of the Study

The purpose of this study is to examine the management of school resources and job achievement among teachers in selected secondary schools. Specifically, the study objectives to:

1. examine the effect of principals' time management practices on the job achievement of teachers in Ujemen, Emaudo, and Ihumudumu Secondary Schools, Ekpoma.
2. determine the relationship between principals' time management and teacher skill competency in the selected secondary schools.
3. assess the combined influence of principals' time management and teacher skill competency on job achievement in secondary schools in Ekpoma.

Hypotheses

The following hypotheses are formulated to guide the study:

1. H_{01} : Principals' time management has no significant effect on the job achievement of teachers in Ujemen, Emaudo, and Ihumudumu Secondary Schools, Ekpoma.
2. H_{02} : There is no significant relationship between principals' time management and teacher skill competency in the selected secondary schools.
3. H_{03} : There is no significant joint influence of principals' time management and teacher skill competency on job achievement in the selected secondary schools.

Theoretical Framework

This study is anchored on the Resource-Based View (RBV) Theory developed by Wernerfelt (1984) and later expanded by Barney (1991). The RBV theory posits

that an organization's sustainable success arises from the strategic acquisition, development, and management of valuable internal resources. According to this theory, it is not merely the possession of resources that guarantees success, but how effectively these resources are managed and utilized to achieve competitive advantage (Barney, 1991). Within the context of educational institutions, resources such as time, human skills, physical infrastructure, and knowledge are critical assets. Time, being an intangible yet vital resource, must be meticulously planned and allocated by school principals to optimize institutional outcomes. Effective time management ensures that staff members can fully apply their skills and competencies, leading to enhanced job achievement and overall institutional performance (Wernerfelt, 1984). The RBV theory emphasizes that resources must be valuable, rare, inimitable, and non-substitutable (VRIN characteristics) to offer competitive advantage (Barney, 1991). In the educational sector, principals' ability to manage time effectively and foster staff skill development aligns with these VRIN attributes, thereby boosting the school's performance and reputation. Moreover, staff skill competency serves as a strategic human resource that, when effectively nurtured, significantly improves job achievement and institutional success (Adeleke, 2023). Thus, the RBV theory provides a solid foundation for understanding how principal management of resources particularly time and the cultivation of staff competencies jointly influence educational staff job achievement.

Methodology

The study employed a survey research design, which is appropriate for collecting detailed and structured data from real-world educational settings. The research was conducted in three public secondary schools located in Ekpoma, Edo State: Ujemen Secondary School (48 teachers), Emaudo Secondary School (33 teachers), and Ihumudumu Secondary School (51 teachers). The target population for the study comprised 132 teachers, representing the entire teaching staff across the three selected schools. Due to the manageable population size and the researcher's intention to capture broad-based responses, a census sampling technique was adopted. This allowed all teachers in the selected schools to participate in the study, thereby enhancing the generalizability of the findings within the Ekpoma secondary school context. Primary data were collected using a structured questionnaire designed in 5-point likert scale format to reflect the core variables of the study principals' time management practices and teacher skill competency. The instrument included both close-ended items and Likert-type rating scales to ensure consistency and enable quantitative analysis. Data were analyzed using descriptive statistics (percentages, mean scores, and standard deviation) to summarize response trends. In addition, inferential statistics including Pearson Product-Moment Correlation and multiple regression were applied using SPSS version 23 to test the research hypotheses and establish relationships between the study variables.

Results

Hypotheses Testing

The study tested three null hypotheses using Pearson correlation analysis via SPSS version 23.

Hypothesis Test Table 1

Hypothesis	Test Statistic	p-value	Decision
H ₀₁ : Principals' time management has no significant effect on the job achievement of teachers in the selected secondary schools.	Pearson $r = 0.67$	0.001	Reject H ₀₁

Source: SPSS v23

H₁: The Pearson correlation coefficient ($r = 0.67$, $p = 0.001$) indicates a strong, positive, and statistically significant relationship between principals' time management and teacher job achievement. Therefore, the null hypothesis was rejected

Hypothesis Test Table 2

Hypothesis	Test Statistic	p-value	Decision
H ₀₂ : There is no significant relationship between principals' time management and teacher skill competency.	Pearson $r = 0.59$	0.004	Reject H ₀₂

Source: SPSS v23

H₂: The correlation between time management and teacher skill competency was also significant ($r = 0.59$, $p = 0.004$). Hence, this null hypothesis was rejected, confirming that better time management by principals is associated with higher skill competency among teachers

Hypothesis Test Table 3

Hypothesis	Test Statistic	p-value	Decision
H ₀₃ : There is no significant joint influence of principals' time management and teacher skill competency on job achievement.	Multiple R = 0.72	0.002	Reject H ₀₃

Source: SPSS v23

H₃: Multiple regression results showed a significant joint effect of time management and skill competency on job achievement ($R = 0.72$, $p = 0.002$). This led to the rejection of the third null hypothesis, affirming that both factors jointly enhance teacher job achievement in the selected secondary schools.

Discussion of Findings

The findings of this study revealed a strong and statistically significant relationship between principals' time management and teachers' job achievement in Ujemen, Emaudo, and Ihumudumu Secondary Schools in Ekpoma. Principals who strategically plan their schedules, monitor lesson periods, and allocate time effectively for administrative duties contribute to creating a structured teaching environment where teachers can perform their roles efficiently. This result aligns with Johnson (2021), who observed that effective time management by school leaders improved institutional productivity and teacher output in public secondary schools.

Furthermore, the study confirmed that teacher skill competency is a key predictor of job achievement. Teachers who demonstrated punctuality, subject-matter expertise, communication skills, and the ability to solve instructional problems were more likely to meet performance targets and deliver quality lessons. This supports Ekezie (2019), who found that teacher effectiveness in secondary schools is largely dependent on both leadership support and individual competency. The combined effect of principals' time management and teacher skill competency on job achievement was also found to be significant. This reinforces the Resource-Based View (RBV) theory, which holds that the effective internal management of valuable resources such as time and skilled personnel is critical to achieving organizational goals (Barney, 1991). By applying sound time management strategies and promoting continuous professional development among teachers, secondary school leaders can significantly enhance institutional outcomes.

The practical implication is that school principals must not only manage time efficiently but also serve as facilitators of teacher development. Structured support, timely supervision, and focused time use can empower teachers to fulfill their duties more effectively and consistently.

Conclusion

This study investigated the influence of principals' time management and teacher skill competency on job achievement across three secondary schools in Ekpoma Ujemen, Emaudo, and Ihumudumu. The findings clearly show that both leadership and teacher attributes are vital to the success of educational institutions at the secondary level. Principals who effectively manage time not only streamline school operations but also create a climate that supports teaching excellence. Likewise, when teachers are skilled and competent, they are better equipped to meet academic goals and support student learning. The study concludes that a dual focus on efficient leadership and continuous teacher development is essential for improving job achievement and overall school performance in Nigeria's secondary education system.

Recommendations

Therefore the study recommends that:

1. Principal time management should be enforced and enacted so as to increase job achievement in Ujemen, Emaudo, and Ihumudumu Secondary Schools, Ekpoma.
2. Secondary school in the stated area should ensure that principal time management is a necessary factor which will aid in increasing teachers skill competency.
3. Finally, these stated secondary school should ensure that all the variables (principals time management and skill competency is properly enforced and managed so as to increase job achievement.

References

- AdeDAYO, F., & Musa, L. (2023). Principals' administrative roles and teacher effectiveness in Nigerian public schools. *Journal of Educational Management and Policy Studies*, 15(2), 112–123.
- Adebayo, M., & Nwachukwu, J. (2023). Resource utilization and academic performance in tertiary institutions. *International Journal of Educational Research and Development*, 11(3), 89–101.
- Adeleke, B. (2023). Instructional supervision and teachers' classroom performance. *Journal of Contemporary Education Studies*, 13(1), 55–67.
- Akinbode, O., & Omisore, K. (2023). Leadership style and staff motivation in universities. *Nigerian Journal of Management Studies*, 9(2), 66–78.
- Akinyemi, R., & Uzochukwu, E. (2024). Time management and goal achievement among school administrators. *West African Journal of Education and Planning*, 7(1), 22–35.
- Ahmed, B., & Suleiman, O. (2017). Investigating time management and academic achievement among lecturers. *Journal of Higher Education Research*, 5(3), 103–115.
- Anene, V., & Yusuf, M. (2023). Strategic planning and organizational efficiency in education. *Nigerian Journal of Educational Planning and Administration*, 14(2), 88–97.

- Barney, J. (1991). Firm resources and sustained competitive advantage. *Journal of Management*, 17(1), 99–120.
- Chinonso, U. (2023). Communication barriers and teacher performance in Nigerian colleges. *Journal of Educational Theory and Practice*, 10(1), 78–87.
- Chukwu, A., & Adewale, S. (2024). Managing instructional time for improved academic output. *African Review of Educational Management*, 16(1), 45–58.
- Chukwuma, E., & Adewale, T. (2024). Administrative workload and time allocation among school heads. *Journal of African Educational Studies*, 12(2), 109–119.
- Chukwuma, E., & Adigun, O. (2023). The impact of leadership strategies on staff productivity. *Journal of School Leadership and Development*, 9(1), 60–72.
- Ede, J., & Abiola, F. (2024). Influence of teacher competencies on student achievement in Nigerian schools. *International Journal of Teaching and Learning*, 8(1), 91–104.
- Ekezie, P. (2019). Principals' leadership skills and staff productivity in secondary schools. *Nigerian Educational Review*, 6(4), 77–89.
- Edokpolor, J. E., & Uhunmwangho, S. O. (2023). Resource management and institutional performance in tertiary education. *Journal of Academic Administration in Education*, 13(1), 15–29.
- Ezeaku, T. (2023). Role of technical skills in modern educational leadership. *Contemporary Journal of Educational Management*, 7(2), 42–53.
- Ezeani, C., & Bello, R. (2023). The relevance of communication skills in leadership performance. *Journal of Human Resource Education*, 10(3), 58–70.
- Ibe, F. (2024). Capacity building and innovation in education delivery. *African Journal of Capacity Development*, 9(1), 33–47.
- Ibe, F., & Ogundele, J. (2023). Teachers' job satisfaction and administrative support. *Nigerian Journal of Educational Psychology*, 11(2), 66–75.
- Ibrahim, A. (2018). Resource management practices and educational quality in Nigerian universities. *University Management Journal*, 4(3), 49–61.
- Ibrahim, A., & Okoro, C. (2024). Time management strategies and performance appraisal. *Journal of Instructional Leadership and Supervision*, 12(2), 88–100.
- Idowu, M., & Akinsola, B. (2024). Institutional leadership and time resource utilization. *International Journal of Educational Administration and Planning*, 9(1), 73–86.
- Johnson, K. (2021). Time management and school effectiveness in public secondary schools. *Journal of Education and Leadership Studies*, 10(2), 122–133.
- Nwachukwu, C., & Okoro, M. (2022). Teachers' job commitment and school administration. *African Journal of Educational Research*, 8(1), 50–61.
- Obasi, N., & Ero-Phillips, A. (2024). Enhancing academic performance through administrative time control. *Journal of School Effectiveness and Improvement*, 15(2), 77–90.

- Obiora, I. (2024). Instructional planning and goal achievement. *West African Educational Review*, 10(1), 62–75.
- Ogundele, F., & Okoye, R. (2022). Time allocation and staff performance in public institutions. *African Journal of Public Sector Studies*, 7(3), 98–109.
- Ogunleye, O., & Musa, L. (2024). Effective resource planning and service delivery. *Nigerian Educational Development Journal*, 11(1), 89–99.
- Okafor, T., & Salami, M. (2023). Staff development and institutional success. *Journal of Educational Strategy and Planning*, 6(2), 57–70.
- Okeke, P., & Ibrahim, A. (2023). Principal leadership and human resource efficiency. *Educational Leadership and Management Review*, 9(2), 40–52.
- Okoh, M., & Adebayo, T. (2020). Time management and staff motivation in Nigerian universities. *Journal of Tertiary Education Research*, 7(3), 101–115.
- Oladele, A., & Agbaje, M. (2024). Administrative competence and institutional excellence. *African Journal of Institutional Research*, 13(1), 55–67.
- Oladokun, R., & Eze, T. (2023). Influence of time discipline on school performance. *Nigerian Journal of Educational Time Management*, 8(1), 30–43.
- Olawale, S., & Ijeoma, P. (2023). Scheduling and productivity in Nigerian colleges. *Journal of Instructional Scheduling and Planning*, 10(2), 64–77.
- Omotayo, T., & Nwosu, C. (2024). Enhancing efficiency through strategic time allocation. *African Journal of Organizational Leadership*, 12(2), 44–58.
- Onyema, G., & Balogun, T. (2023). The effects of time-consciousness on academic achievement. *International Journal of Educational Effectiveness*, 10(3), 82–95.
- Uwemedimo, S., & Okon, I. (2016). Time allocation as a predictor of job performance. *Journal of Educational Research and Evaluation*, 5(2), 93–105.
- Wernerfelt, B. (1984). A resource-based view of the firm. *Strategic Management Journal*, 5(2), 171–180.