

Edited by:
Z. I. Oseni
V. A. Alabi
O. C. Medubi
T. A. Alabi

ISBN: 978 - 978 - 50532 - 0 - 3

LIST OF CONTRIBUTORS

1. **Prof. Gbenga Fakuade**, Department of Linguistics and Nigerian Languages, University of Ilorin.
2. **Prof. Zakariyau I. Oseni**, Department of Arabic, University of Ilorin.
3. **Prof. Isaiah Bariki**, Department of French, University of Ilorin.
4. **Prof. Sam O. Aghalino**, Department of History and International Studies, University of Ilorin.
5. **Prof. Rotimi W. Omoloye & Dr Akiti G. Alamu**, Department of Religions, University of Ilorin.
6. **Prof. Sola T. Babatunde**, Department of English, University of Ilorin.
7. **Prof. Olalere Adeyemi & Dr Issa O. Sanusi**, Department of Linguistics and Nigeria Languages, University of Ilorin.
8. **Prof. Oyeronke Olademo**, Department of Religions, University of Ilorin.
9. **Prof. Victoria A. Alabi**, Department of English, University of Ilorin.
10. **Prof. Abdulrasheed Abiodun Adeoye**, Department of The Performing Arts, University of Ilorin.
11. **Dr Bukoye Arowolo**, formerly of the Department of French, University of Ilorin.
12. **Prof. Ahmad Shehu Abdussalam**, Department of Linguistics and Nigerian Languages, University of Ilorin.
13. **Dr Taofiq Adedayo Alabi**, Department of English, University of Ilorin.
14. **Prof. Oyinkan C. Medubi**, Department of English, University of Ilorin.
15. **Dr Bolanle E. Arokoyo**, Department of Linguistics and Nigerian Languages, University of Ilorin.
16. **Dr Adeniyi J. Aboyeji, Dr Kolawale D. Aiyedun and Dr Bashir O. Ibrahim**, Department of History & International Studies, University of Ilorin.
17. **Dr Raymond Ogunade**, Department of Religions, University of Ilorin.

TABLE OF CONTENTS

	Page
Title page.....	i
Copyright page.....	ii
Preface to the Second Edition.....	iii
Introduction.....	iv
List of Contributors.....	v
Table of Contents.....	vi
 Chapter One: Writing Research: Current Trends in the Humanities	
— Gbenga Fakuade	1
 Chapter Two: Components of Introductory and Concluding Chapters in Research Reports	
— Zakariyau I. Oseni	20
 Chapter Three: Focusing the Research Problem, Objectives and Questions	
— Isaiah Bariki	30
 Chapter Four: Historiography: A General Survey	
— Samuel O. Aghalino	41
 Chapter Five: Data Collection in the Humanities	
— Rotimi W. Omotoye & Akiti G. Alamu	54
 Chapter Six: Understanding Research Methodology in the Humanities	
— Sola T. Babatunde	68
 Chapter Seven: Questionnaires and their Significance in Research	
— Olalere Adeyemi & Issa O. Sanusi	80
 Chapter Eight: Writing a Literature Review	
— Oyeronke Olademo	92

Chapter Nine:	Documenting Research: In-text References, Abbreviations and Symbols	
—	<i>Victoria A. Alabi</i>	99
Chapter Ten:	Documenting Research: Modern Language Association (MLA) Style	
—	<i>AbdulRasheed Abiodun Adeoye</i>	113
Chapter Eleven:	Documenting Research: The American Psychological Association (APA) Style	
—	<i>Bukoye Arowolo</i>	132
Chapter Twelve:	Documenting Endnotes, Footnotes, Tables and Figures in Research Reports	
—	<i>Ahmad Shehu Abdussalam</i>	142
Chapter Thirteen:	Language Use in Research Reports	
—	<i>Taofiq Adedayo Alabi</i>	152
Chapter Fourteen:	Writing up Research: The Abstract	
—	<i>Oyinkan C. Medubi</i>	170
Chapter Fifteen:	Ethical Consideration in Research in the Humanities	
—	<i>Bolanle E. Arokoyo</i>	180
Chapter Sixteen:	Time and Resource Management in Research	
—	<i>Adeniyi J. Aboyeji, Kolawole D. Aiyedun & Bashir O. Ibrahim</i>	194
Chapter Seventeen:	Web Resources and PowerPoint Presentation in Research in the Humanities	
—	<i>Raymond Ogunade</i>	209

Chapter Sixteen

TIME AND RESOURCE MANAGEMENT IN RESEARCH

ADENIYI J. ABOYEJI, KOLAWOLE D. AIYEDUN & BASHIR O. IBRAHIM

Introduction

This chapter assesses the management of time and other resources in research efforts. The chapter discusses five resource domains (namely human, time, information, funding and computing resources) which must be effectively managed in research to achieve a successful outcome. This study attempts an analytical and discussant study approach.

Human life is replete with problems of varying dimensions for which solutions are constantly being sought. In a bid to find solutions to the multifarious problems of life and fend for themselves, human beings often launch concerted efforts. Even after finding a solution to a raging problem, humans have always sought for improvements and better ways around things, knowing fully well that there could always be a better way. Since they may not succeed in the struggle for the search at debut, there is the need to duplicate the search; and so, search and research continue until solution or betterment is achieved. The phenomenon of human's searching and researching is therefore bound to continue ad infinitum (Fadele, 2013, p.1). Cohen and Marion (1989) identify three approaches in human's frenzied attempts at problem solving, namely: Experience, Reasoning (inductive and deductive) and Research (Fadele, 2013, pp.1-3).

A whole lot of amateur researchers, especially at the undergraduate and graduate levels, however, often pose over-ambitious stances in relation to research. They want to launch a debut which becomes tantamount to an attempt towards building a castle in the air. They want to hyper-ambitiously break new and fallow grounds as far as research is concerned. They however often times

end up struggling to re-invent the wheel (Ogbogbo, 2014) or end up in frustration which may result perhaps at best in a begin-again or at worst abandoning the project, especially if not well guided. They land at this precarious awkward corner because of their ignorance of what research is. It is against this backdrop that Albert Einstein's words quoted in Mokuolu (2016) become apt: If we knew what it was we were doing, it would not be called research, would it? It is particularly instructive, especially for amateur researchers, to note that a research can open our eyes to at least four things which, on specific notes, may in part, form the humble contributions of the researcher and his research to the vast ocean of knowledge:

- a. remind us of some things we know and know that we know (and that is why they call it re-search);
- b. re-call into some things we know but do not know that we know;
- c. re-examine some things we do not know, yet do not know that we do not know; and
- d. reflect upon some things we do not know and know that we do not know (Aboyeji, 2015, p.251).

It is against this backdrop that Aboyeji (2015, pp.250 - 251) advances at least, five reasons for carrying out a research:

- i. To confirm knowledge of what is already known or of earlier findings.
- ii. To update knowledge. This is aptly captured in Nadel's (1942, p.vi) words that "the furtherance of knowledge carries its own justification. Historical falsifications, racial doctrines, distorted dogmas of social necessities have produced weapons no less deadly than those manufactured in factories and laboratories..."
- iii. To unveil contradictions of earlier findings. This will help to debunk distorted dogmas, fallacies and patriotic embellishments.
- iv. To reveal the contradictions inherent in common beliefs or opinions. It was once generally accepted that the earth was flat until it was found to be spherical; and that popular *prima facie*, hence, invalidated.
- v. To generate new knowledge through novel discoveries or surprise findings: which often comes through accidental discoveries.

As laudable and central as research is to academics, research efforts can however, be easily frustrated by multifarious factors, of which time and resource management are key elements.

A critical factor for acquiring knowledge is research capacity, specifically in the context of time and resource management. If other capacity factors such as human resources, institutional facilities and funding or financial support are available, without proper time and resource management, research may end up perhaps, at best, a frustrated effort or at its worst, an unfinished venture.

Resource Management in Research

Resources are replete for any identified type of research. Identified types of research include the quantitative type. This is a systematic inquiry into a particular problem, by testing a theory and making analysis by statistical interpretation to determine whether the predictive generalisations of a theory is true or not. Yet another is the qualitative type, which is done in a natural setting involving a process of building a complex and holistic picture of the phenomenon of interest, conducted to understand a social or human problem from multiple perspectives. The practitioner type of research is a link between theory and practice, encompassing the investigator [i.e. the practitioner] in workplace settings which range from schools, to hospitals and communities towards the attainment of a specific purpose; the general purpose being to improve and develop deeper insights into one's practice. Finally, there is the collaborative research type, which entails a plurality of approaches offering a diverse or holistic view of an identified research problem since no man is an island. Collaboration could be intra-disciplinary, inter-disciplinary, multi-disciplinary, trans-disciplinary or inter-institutional, straddling into several perspectives of a study in different settings. This enhances academic integrity, expands possibilities, facilitates knowledge sharing and increases productivity in research.

The fundamental rationale for multi-disciplinarity in contemporary discourse lies in the exigency of a paradigm shift from traditional mono-causal to contemporary holistic research methodology(ies). The need to form a synergy of the diverse fields of academic research, the hallmark of the 21st century research, makes it particularly peremptory for the researcher to approach his study from a multi-disciplinary perspective. The need to adopt a holistic

approach in retrieving data is hinged upon the inherent limitations of apparently isolated disciplines (Aghalino, 2001).

We often consider resources in the light of cash at hand. However, resources have been used to refer to every asset that may be utilised to attain goals. Authors such as Ede and Olaitan (2009) however, classify resources into human and non-human or material resources. Material or non-human resources could be fiscal (financial) or physical.

- a. Human Resources: Aptly put, human resources exist within people and consist of a person's potential abilities as well as current attributes such as knowledge, energy, talents and skills.
- b. Non-human or Material Resources: Non-human or material resources could be fiscal or physical. They are usually more visible and one is likely to be acutely aware of the lack of their existence. Non-human or material resources therefore consist of a wide range of resources which one frequently uses and is more familiar with in learning, teaching or researching.

Management

The Oxford Advanced Learner's Dictionary defines management as the art or skill of dealing with people or situations in a successful way, while Osinem (2009) considers it to be the coordination of the resources of organisation through the process of planning, directing, organising and controlling them in order to attain organisational objectives. Ede and Olaitan (2009) conceive Management as the reduction of wastage of available fiscal and material resources; while the same concept is viewed by Adejo (2012) as the organising and controlling of the affairs of a business or a sector of a business.

Researchers very often dissipate much effort on the theoretical framework of a research proposal or the actual study while relatively speaking jettison certain essential operational domains — Design, Methodology and Management. Research management issues are fundamental in the overall research process and achievement (Muller, 2008, p. 107). While project or research management has been defined as the process of controlling the phases through which a project must pass in order to achieve a successful outcome (Mouton 2001, p.62), research management has been conceptualised in the light of five objectives.

namely: Scope management, Organisational management, Quality management, Cost management and Time management. Muller (2008, p.107) discusses five resource domains as identified by Mouton (2001, pp. 62-83) in a research which must be effectively managed to achieve a successful outcome. They are: human resources, time, information, funding (institutional and external sources) and computing resources. How these can be managed will be discussed one after the other.

Human Resource Management

The researcher and/or research team undoubtedly constitutes the most important research resource. The supervisor and co-supervisor are equally key role players in academic researches, besides others such as research assistants, statisticians, respondents, interviewees, library information officers, computer experts, field workers, data capturers and processors, translators and proof-readers. Be honest about your abilities. Ask yourself if you possess the necessary skills for the study. If not, develop the skills or bring together a research team. Take every opportunity to interact with and learn from experienced colleagues. Mokuolu (2016) argues that "it is not a virtue to be your own designer of concept, bench worker, collator of field instruments, data manager, monitor, statistician etc., in a publication". As much as it is practicable and in a bid to achieve best practices in contemporary research efforts, collaborative studies are encouraged, thus providing a means of validating findings.

Time Management

Time is one of the non-material yet invaluable resources in any worthwhile venture. *The Oxford Advanced Learner's Dictionary* defines time as a period either long or short, during which you do something or something happens. Nwaiwu (2000, p.171) views "time" as the interval between the beginning and the end of a given task or operation. Adejo (2012) defines it as the limited period during which an action, process, or condition exists or takes place. It is a period that you need for a particular activity to be accomplished. Time is so delicate that it cannot be saved but can only be spent and once misused, it can never be regained. Fayeye (2011) defines time as the "period, duration, or space in moments in which a task is to be done or accomplished". Noting that time is seen differently by different people and for different purposes at different places,

he conceptualises the multi-dimensional nature of time in these six spectra:

- i. Time as a Chronology: representing the calendar age of a person, mostly measured in days, weeks, months or years. Man's chronological time, called age is commemorated in anniversaries such as birthdays.
 - ii. Time as a Functional Space: representing the time allotted for the execution of specific tasks measured in space of moments.
 - iii. Time as a Psychological Space: every person responds to issues, tasks and actions within his/her own time beats. Some respond spontaneously while others are slow in such responses. Individuals have their mood swings in response rate to situations.
 - iv. Time as a Relational Space: comparisons are often made about how one person in relation to others accomplishes his/her goals or utilises life opportunities. Through this, persons as actors are compared along time-lines with ground breaking successes. It is perhaps within this premise that the Yoruba cautions not to work with another man's time/clock. By the use of time in this regard, some have left their feet engraved on the sand of time.
 - v. Time as Measured by Mechanical Devices: The movement of the hands of a clock produces a tick, tick, tick sound in the process of showing the mechanical calibration of human time. In the olden days, time was measured mechanically by the movement of shadow or cues from birds.
 - vi. Time as Values and Preferences: In the society, actors are expected to realise certain goals within a specific time, moment or life space. By this approach, people are classified as either achievers or failures.
- Ojo and Olaniyan (2008, pp.127-133) highlight the following attributes of time:
- a. Time is a unique resource.
 - b. It is the scarcest resource in the universe.
 - c. Time cannot be replaced by man.
 - d. Time cannot be accumulated like money.
 - e. Time cannot be turned on and off like machine.
 - f. Time cannot be stocked like raw materials.

- g. Time passes at a pre-determined rate, whatever happens.
- h. Everybody is equally endowed with the same amount of it irrespective of his position.
- i. Time, like any other scarce resource, must be managed and used judiciously.

First, among other characteristics of an effective researcher as identified by Mokuolu (2016), is the need to develop good Time and Resource Management Skills in research. Adequate investment and management of time and other material and non-material resources in the area of research development is especially imperative. Thus, investment in research resources such as books, applications (e.g. Reference Managers, data management applications for qualitative and quantitative methods), and ICT resources may not be as imperative as its adequate management.

Time management is the effective and efficient utilisation of a manager's or an administrator's corporate time to achieve organisational and personal goals. Time management involves investing time to determine what one wants out of one's day-to-day activities (Adejo, 2012, p.9). All researchers must devise ways of improving on their time management. Therefore, time management entails how people use their time judiciously to produce desired results. Time management helps to identify needs and wants in terms of their importance and matches them with time and other resources. Time management brings about orderliness and enables one to be more productive and fulfilled (Adejo, 2012). Time management involves identifying tasks to be performed, planning and scheduling of organisational activities, prioritising such activities, allocating time to the tasks according to their degree of importance in enhancing productivity, minimising interruptions and frivolities and dealing with routine tasks in such a way that the truly important tasks could be given the required attention.

How a researcher applies these strategies/principles to the management of his time will determine largely the coverage of the research work in record time or over a given period of time. A time management system is a designed combination of processes, tools, techniques, and methods. Usually time management is a necessity in any project development as it determines the project completion time and scope. As such, at first, time management

apparently refers to just business or work activities, but eventually the term broadens to include personal activities as well (Kalu, 2012).

Most schools offer a minimum timeline for the completion of research. The University of Ilorin Postgraduate School adopted a template where the whole programme task is divided on a timeline in order to complete the research within the given time known as record time, besides other mechanisms put in place to help students complete their work to time and escape the wedge of difficult supervisors. Mehwish (2017), in addressing the issue of Resource Management in Project Management, advised against setting the project completion time same as that given by one's boss as it is better to always set a time before that time so that one can meet the deadline even if unforeseen circumstances crop up in the course of the project. However, there is also the need to avoid unrealistic assumptions about time to complete specific project tasks.

Adopting Claessens, Van Eerde and Rutte's (2007, p.262) definition of time management as behaviours that aim at achieving an effective use of time while performing certain goal-oriented activities, Muller (2008, p.108) observes that although time management is so imperative, it is not often accorded due diligence in a research proposal. It is common knowledge that most postgraduate researchers do not accomplish their work in record time due to mismanagement of time or the phenomenon of the African Time syndrome. Fayeye (2011) who vehemently decries the African Time syndrome defines African Time itself as the wrong notion adopted by Africans and Nigerians in particular in responding to timelines and time-plans.

It is a careless handling of time that permits drifts at the expense of utilisation of opportunities. Record time is the period of residence designed to run a particular programme. The Postgraduate School at the University of Ilorin, for instance, runs a minimum of 12 months and maximum of 18 months Master's programme while it offers a provisional admission into Ph.D. Degree on Full-time basis for a minimum period of 30 Calendar months (2½ years) and a maximum of 36 months.

Mouton (2001, p.63) identifies these five different kinds of time for the different research tasks a student needs to accomplish: the design and planning for the research project, reading time, time spent on the research work, writing

time; and time to think and reflect. The consequences of poor time management could be grave and frustrating, leading to uncompleted projects at all levels. This may provide explanation for the spate of white elephant projects in Nigeria. This negative phenomenon of project abandonment goes through six phases, according to Fayeye (2011), ultimately leading to the let's just-quit mentality: Phase 1: Enthusiasm; Phase 2: Disillusionment; Phase 3: Panic; Phase 4: Search for the guilty; Phase 5: Punishing the innocent; and Phase 6: Arrogating Praise and honour for non participation.

Information Management

Sources of information available to the researcher come in two forms: primary and secondary sources. Data collected by the student as well as already existing data which the student merely accesses are categorised as Primary information. The existing data may be further split into two: textual or qualitative information and numeric or quantitative data. Secondary information refers to sources that interpret or comment on primary data. In other words, it refers to the review of literature, legislation and policy documents. In whatever case, while the authenticity of the information source must be clearly established, it is equally imperative to keep track of the resources and to update the bibliography regularly. (Muller, 2008, pp. 113-114)

Funding Resource Management

Research resources (institutional and external sources) could be inexhaustible. The inevitability of resource management in research, therefore, comes with the realisation of the dwindling resources for research. Recently, the Academic Staff Union of Research Institutes (ASURI), a section of Nigerian researchers, took to the streets of Abuja in 2016 with different placards, protesting against the poor funding of research, demanding increased research funding (Ojoye, 2016). "Zero Budget for Research in 2016 is Death Sentence on Nigerian Development," "Research is Key to Development and Wealth of any Nation," "Nigeria is in Danger," "Neglect of Research, a Coup against our Future," and "What is Needful to Put Nigeria Back to Work is by Paying Attention to Research" were among placard inscriptions which were clearly expressive of the grievances of the Academic Staff Union of Research Institutes (ASURI), a faction of Nigerian researchers (Ojoye, 2016).

Researchers need to be kept abreast of the different funding agencies available in their field. For students, available research grants and bursaries include the National Research Foundation with its various funding programmes and grant holder-linked bursaries, free-standing bursaries, expensive equipment funding, international exchange and travel funding, besides institutional funding sources at departmental, faculty, university levels and the Trust Funds. For instance, there are funding agencies, local and foreign, that offer pre-doctoral fellowships leading to the award of Master and Ph.D. degrees, post-doctoral fellowships, grants and scholarships to students, scholars and researchers. Sources of funding include home or foreign institutions of higher learning, companies and industries, multi-national agencies, individual foundations and endowments, national research agencies, academic associations or societies, foreign embassies/missions. Imam (2016a) lists these funding agencies as the following:

◆ International

1. Abbey Awards www.abbey.org.uk
2. Acadia University: Acadia Graduate Awards- www.acadiau.ca
3. Aberystwyth University: Law and criminology Masters Scholarships- Law and Criminology Research Scholarships; School of Management and Business Masters Scholarships, Doctoral Career Development Scholarship (DCDS) - www.aber.ac.uk
4. Alexander Von Humboldt (AVH) Foundation Alexander Von Humboldt Professorship; Anneliese Maier Research Award, George Forster Research Fellowships for Postdoctoral Researchers, George Forster Research Fellowships (HERMES) for Experienced Researchers etc. www.humboldt-foundation.de, Charles Bullard Fellowship in Forestry
5. All Saints Educational Trust All Saints Educational Trust Corporate Awards and All Saints Educational Trust Personal Scholarships. www.aset.org.uk
6. American Council of Learned Societies ACLS administered by African Humanities Program (AHP) www.acls.org
7. American Research in the Humanities in China
8. Association of Commonwealth Universities (ACU) Scholarships for ACU

members in the low and middle income countries; (<https://www.acu.ac.uk/scholarships/>)

9. CODESRIA- Research grants and Small grants for Thesis Writing Study grants and research grants for individuals. Research grants for undergraduates. Research grants for graduate students. Study/ funding opportunities for research projects. <http://www.advance-africa.com/CODESRIA-Research-Grants.html>
10. Fulbright Scholarships- Junior Staff Development (JSD) and Senior Scholar Fellowships (<http://www.cies.org/>);
11. Idaho Humanities Council .
12. STIAS (Stellenbosch Institute for Advanced Study) Iso Lomso Fellowship Programme <http://stias.ac.za/iso-lomso/>
13. Third World Academy of Science (TWAS) grants awarded to young scientists from the developing countries
14. University of Erfurt Summer School on Islam in the West African Peace Building Network Research Grants - <http://www.advance-africa.com/African-Peacebuilding-Network-Research-Grants.html>

◆ Local Funding

Tertiary Education Trust Fund (TETFund), Institutional Based Research (IBR) and National Research Fund (NRF), Senate Research Grant (SRG), Economic and Financial Crime Commission's (EFCC) Consultancy on Anti-Corruption Teaching/ Preaching Manual, Staff Development and National Institute of Health (NIH) grants.

Imam (2016b) however, identifies challenges to accessing funds to include among other things, ignorance of researchers on where, how and when to look for funding opportunities, inadequate funding for research from local sources, delay in releasing funds to researchers or even non-payment in the case of local funding for staff development and research, writing poor proposals littered with grammatical flaws and unverifiable facts, preparing frivolous budget, non-submission of or delay in submitting research and financial reports, refusal to be mentored and failure to mentor, discountenancing the demands of funders, and inadequate or lack of Information and Communication Technology (ICT) skills.

Computing Resources

The role of computers in research, ever since its invention, has been increasing. Mouton (2001, p.77) identifies four levels of computer usage in research.

- i. Basic level: Computing as word processing, graphic design packages and spreadsheets (i.e. the use of the so-called utility packages).
- ii. Intermediate level: Computing defined as connectivity that includes the worldwide web, e-mail, discussion groups, electronic databases and peer-academic discourses.
- iii. Advanced level: Computing used to assist in project management; and
- iv. Sophisticated level: Computing used to analyse data such as SPSS, SAS, Statistica, Excel, Lotus, Atlas Ti, Nud*ist, and Winmax.

However, to avoid counter-productivity, as computer and internet surfing could be a skilled thief of time through distractions through games and other stuff, time utility on the computer should be decisively reviewed on a periodic basis. (Muller, 2008, pp. 115)

Conclusion

Although, there are a lot of things to take care of in research management, resource allocation and time management are two key tools. The word resources refers to all the wherewithal required for a project such as financial, natural, human resources, etc. Resource allocation, which involves the planning of all the resources required for a project, is probably the most important yet difficult part of research management. It helps you to utilise only those resources which are required. Time is yet another essential resource every manager needs in order to achieve the goals and objectives of an organisation. The value of time management lies in the fact that although a researcher has so many tasks to accomplish, he/she can never have enough time. Time prudence is therefore *sine qua-non* to any meaningful achievement. As such, a waster of time is a waster of life and opportunities. This is because, failure to manage time is planlessness, which is the beginning of failure. Indeed, our achievements, individually or nationally, largely hinges upon our management of time. Fayeye (2011) leaves us with the following grim realities in respect to time:

- this very moment is the shadow that divides the future from the past;
- beyond this hour stands the unborn hour, in darkness and beyond our power;
- behind it is an unreturning timeline, the varnished hours that are no longer ours; and
- this one crucial hour is in our hands, we may use it to build or break, make or mar our hopes for personal or national development.

Research management is all about managing time and resources carefully and ability to complete the tasks within the allotted time. Without adequate material or fiscal resources management, however, the goal of research in education can be easily frustrated or perhaps, at its best, be a mere hollow ritual or an exercise in futility. Since funding is key to the execution of research projects, at all stages of handling research resources, one must demonstrate a high sense of accountability (Mokuolu, 2016). Researchers are enjoined that for a successful completion of their research (i.e. effective research output), they should not only focus on research content but also on research process and management; and in the management process, time is prime.

References

- Aboyaji, A. J. (2015). *Foreign influence on Igbomina, c. 1750-1900*. Unpublished Ph.D. Thesis, Department of History and International Studies, University of Ilorin.
- Adejo, A. (2012). *Effective time management for high performance in an organization case: Lasaco Assurance Plc*. Thesis, Business School Degree Programme in Business Administration International Business, SEINAJOKI University of Applied Sciences, Autumn 2012.
- Aghalino, S. O. (2001). The place of archaeology in historical studies. *Quarterly Journal of Inter-University Friendship Association*, 23(1), 40-44.
- Claessens, J. C., Van Eerde, W., & Rutte, C. G. (2007). A review of the time management literature. *Personnel Review*, 36(2), 255-276.
- Cohen, L., & Marion, L. (1989). *Research methods in education*. London: Croom

- Beacon.
- Ede, E. O., & Olaitan, O. O. (2009). Material resources management responsibilities of auto-mechanics technology teachers in technical colleges in south-western states of Nigeria *Education Review Journal*.
- Fadele, O. (2013). *Practical approach to research methods in education* (Revised Edition). Oro: Archivers Nig. Ent.
- Fayeye, J. O. (2011). African time syndrome and national development: The Nigerian situation. Paper Presented at the Postgraduate Students Association (POGASAS), University of Ilorin Seminar held on Monday 8th June, 2011.
- Imam, Y. O. (2016a). Understanding and addressing the needs of funders in the humanities. Presentation at the Grantsmanship Workshop for the Humanities organised by the Centre for Research Development and In-House Training (CREDIT), University of Ilorin, Ilorin on the 20th and 21st July, 2016.
- Imam, Y. O. (2016b). Funding opportunities for academic staff. A presentation at a 2-Day Workshop organised by Centre for Research Development and In-House Training (CREDIT), University of Ilorin, Ilorin, for Academic Staff held at the University of Ilorin Auditorium from 20th -21st September, 2016.
- Kalu, J. N. (2012). Time resource management for effective school administration. *Journal of Educational and Social Research*, 2 (10), 115-123.
- Mehwish, M. (2017). Importance of resource allocation and time management in project management. <https://project-management.com/importance-of-resource-allocation-and-time-management-in-project-management/>
- Mokuolu, O. A. (2016). Research as a tool for academic excellence. Presentation made at the Training Workshop organised by CREDIT, Unilorin for LI and below at the University of Ilorin, on 21st September, 2016.
- Mouton, J. (2001). *How to succeed in your master's and doctoral studies: A South African guide and resource book*. Pretoria: Van Schaik Publishers.
- Muller, A. (2008). Project management. In L. O. K. Lategan (ed.). *An introduction to postgraduate supervision*. (pp. 107-118). African Sun Media.
- Nadel, S. F. (1942). *A black Byzantium, The kingdom of Nupe in Nigeria*. London: Oxford University Press.
- Nwaiwu, N. (2000). Factors of effective secondary school administration in Owerri Zone. Unpublished M.Ed. Dissertation, University of Nigeria, Nsukka.

- Ogbogbo, C. B. N. (2014). Economic development in Delta State: Moving beyond the frontiers of oil and gas. In S. O. Aghalino, (Ed.) *Delta beyond oil: A quest for sustainable development*, Vol. 2, (pp. 75-94). Benin: Mindtex Publishing Co.
- Ojo, L. B., & Olaniyan, D. A. (2008). Effective time management in organization: Panacea or placebo. *European Journal of Scientific Research*, 24 (1), 127-133.
- Ojoye, T. (2016). Researchers demand increased funding, TETFund act review. *The Punch Newspaper*, 8th March, 2016 <http://punchng.com/researchers-demand-increased-funding-tetfund-act-review>
- Ojoye, T. (2017). Tertiary institutions should address contemporary issues. *The Punch Newspaper*, 1st August, 2017 <http://punchng.com/tertiary-institutions-should-address-contemporary-issues-don>
- Osinem, E. C. (2009). *Managing agricultural education and training resource: Principle and methods*. Enugu: Beny International Publishers.
- Oxford Advanced Learner's Dictionary-International Students Edition (2010)*, Oxford: Oxford University Press.