

## CHRONO - PEDAGOGY. TIME AS A RESOURCE OF EDUCATION

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### ABSTRACT

*Time! This mysterious entity, subordinates and governs us every segment of life, counting minuses and pluses, joys and sorrows, successes and failures in a huge system that has become Life. Whether we have something to accomplish or refer to thoughts and feelings, everything we do is inextricably linked to time. Any activity, regardless of its nature and importance, needs a well-defined time to be carried out and cannot be thought of outside of it. Beyond its strict measurement in hours, minutes, seconds, the true measure of time lies deeply planted within us. Everything that surrounds us consists of time: the time of evolution, of growth, of learning, of work, of feelings, etc. .*

**Keywords:** *Time; Chronos; Temporality; Pedagogy; Education; Management;*

### INTRODUCTION

The reflection on time from a philosophical point of view was the basic preoccupation of the world's thinkers [64, 76, 78]. „What is time? If I'm not , asked, I know. If asked, I don't know,” Augustine confesses (in “*Confessions*”) in reference to the concept of time. Pascal tried to give a definition of time. He tried, but he didn't make it. Plato was more metaphorical: „Time is created with heaven, being the mobile copy of eternity.” Another metaphor is Nietzsche's. He wrote of time in one of his books where the moment is captured simultaneously in two of his hypostases: ephemeral moment, the grain of sand in the hourglass of time, and the unit of measure of eternity.

A definition of time given by Aristotle encapsulates: „Time is what is counted in the horizon of the motion that occurs between what was before and what will be later.” As unusual as it seems at first glance, this definition seems both “self-evident” and naturally created, it seems if we delineate the existential-ontological horizon from which Aristotle took it. The interpretation he gives to time moves in the direction of the „natural” understanding of being [apud 64]. Heidegger, in his work “*Being and Time*”, mentions that more elementary than the fact that in the study of history and nature appears the „time factor” is the fact that man, still before undertaking any thematic research, “take into account the time” and orient themselves according to it. The decisive thing is this “calculation” of the individual action “respecting his time” [67]. This calculation precedes the measuring device and it makes possible, to use the environment as the use of clocks. In forming the usual concept of time there is one hesitation when it comes to attributing to time a „subjective” or „objective” character, writes Heidegger, when it is conceived as something that exists in itself, it is attributed mainly to the „soul”. And when there is something „of the order of consciousness”, it still functions as an “objective” one [ibid.]. In the Hegelian interpretation of time, both

possibilities are to some extent suppressed. Hegel tries to determine the connection between „time” and „spirit” so that, from it, he may understand why the spirit as history „falls into time” [66].

Even if the preoccupation of time can be realized in the manner of dating starting from the events in the ambient world, yet this happens in fact always in the horizon of a time concern that we know as the astronomical and calendar *calculation* of *time*. What does read time mean? „To look at the clock?” cannot mean only that, however: to observe this handy instrument in its change and to follow the positions of the indicator needle as an indicator of time is not sufficient to define time. Using the clock and determining what time it is, we say, explicitly or not: now is the *time to...*, or there is still time until... Looking at the clock has its basis in taking time and be guided by it. In most cases, reading time goes in a step with certain associations, thoughts, schedules, conclusions of successes or failures in time. [Micle Beniamin. 100]

The time encoded in the clock is different from the cosmic, planetary time, and earth times on which it is based and measures. Clock time is invariably and precisely, independent of context and content, externalized and abstracted from the processes it measures. [Johns Ted, 78]. For man, not all hours have the same meaning: working during the day differs from working at night time, or holidays, etc.; the length of the working day differs, depending on culture, geographical space and other factors.

## 1. TIME IS A FUNDAMENTAL DIMENSION OF LIFE AND SOCIETY

Time complexity and heterogeneity force us to fragment and analyze it, bringing forward one or the other of its aspects, left by others in the shadows. For the mathematician, time is a parameter that can be represented on the axis of real numbers, for the physicist it has become a property of matter, for the biologist it evokes the numerous periodic processes that take place in living organisms, for the psychologist it is interesting of all the subjective time of perception and experience of events, the linguist studies how they are grammaticalized in some languages, the computer scientist is interested in the time of calculating the algorithms he builds, the economist follows the time incorporated in the different goods in the way which, time became object that can be sold and bought, the sociologist is preoccupied with the time budget of different social categories, in literature and art appear different manipulations of the narrative or dramatic time, and the visual arts follow the processes of spatialization of the temporal perspective. Then there is a time of great social groups, of peoples, of myths and of history. Writing about time, it is as if we perceive it as a material entity. In fact, we all feel it that way, using the phrases: „we save time”, “we waste time”, “time is money”, etc. Because we are obsessed with filling our lives with various sensations, we do not realize how quickly time passes.

If we return to the notion of time, then it is also important to mention that time is the *measure of changing the various processes*. Consequently, the *thought time* always belongs to the past or the future, and the time lived in the immediate vicinity of an event of existence, the present moment, is unthinkable. So, the present tense is indeed at the root of the future and the past. Repeating this we can say that without the present there would have been no past [86, 147, 153].

Why do we say that time *passes* and does not arise? With regard to the sheer succession of the now, both things can be said equally well by Heidegger. When he speaks of the *passes* of time, the being understands more of the time than he would think, that is, the

temporality, the one in which the mundane time is temporalized, is never, no matter how covered it is, totally inaccessible. When we say that time passes, we give expression to a certain „experience”: that it cannot be stopped. This „experience”, in turn, is possible only on the basis of a will to stop time. There is involved here an inauthentic expectation of the „moments”, an expectation that has already forgotten those that have elapsed [67]. Hegel has already made an express attempt to reveal the connection between commonly understood time and spirit, while in Kant he is, albeit “subjective”, yet unbound “next to” „I’m thinking.” The explicit Hegelian foundation of the connection between time and spirit is appropriate to indirectly clarify the present interpretation of being as temporality and the highlighting of the origin of mundane time in this temporality [ibid.].

A philosophical interpretation of time can have the value of a criterion by which to judge the fundamental conception of time, the one that in this case has a guiding role. The first interpretation that tradition has transmitted to us and which treats the theme in detail, we find it in the *Physics* of Aristotle, so in the context of an ontology of nature. „Time” is related to „place” and „movement.” The Hegelian analysis of time, faithful to tradition, is located in the second part of the *Encyclopedia of philosophical sciences*, which bears the title *Philosophy of Nature*. Although Hegel associates space and time, it does not take place only in the sense of an outer join: space „and both times.” „Philosophy combats this *alike*”.

The transition from space to time does not only mean the chaining of the paragraphs in which they are treated, but “space itself passes away.” Space “is” time, namely time is the “truth” of space. If time is dialectically *thought* out in *what it is*, then this being of time it reveals itself, after Hegel, as time. How should space be thought of? But space is not a point, but, as Hegel says, „punctuality” [91].

Throughout history, our perception of time has changed significantly. This is because, among other things, the life span has changed, the period of work has been extended, the paces have accelerated and competition between employees has appeared, etc. It is increasingly obvious that, in an organization, time has become a resource that needs to be *optimized, streamlined and controlled*. More recently, Western employees are looking for a magic formula to divide time between work, family and own aspirations. How can the time allotted to meet these three options be balanced? There is no generally valid answer; it all depends on the cultural, social, economic and legal norms of the country in which we live. Time has become a subject of fashion, but the question of time, as Cuco’s notice [43] was that time is insufficiently treated in pedagogical approach. Time is intrinsically linked to the human being and its existence as a temporal presence. Augustine said that „if no one tries to find out from me what time is, I know, and if I would like to explain to someone who asks me, then I do not know” [apud 43, p. 11]. Lived time means necessary succession between the past, present, future. If one of these dimensions were missing, then the perception of time by the human being would be uncertain. At the same time, the prevalence of one dimension over the others gives time another turn, *damages* it in a certain way [43, p.12]. The distinguished researcher states that at the deep level of the current culture one can distinguish several types of time, among which are included the *synchro type* or the tripartite hypostasis of time: past-present-future. This hypostasis of time gathers, *in a way, the past, the present and the future* in a new quality *cumulation*, and the present is the present moment, very evanescent, *double threatened* – by the immediate past *and the near future* [ibid. p. 18].

*Time* has no limits, because we cannot know exactly when a process begins and when it ends.

*Time* guides the human being, gives meaning to different routes of evolution.

*Time* is a source of realism and an opportunity for objective personality construction. Through time, the human being better rallies to reality, integrates into space and perceives better contours, distances, horizons. Man is a being „thrown” into time, says Th. Codreanu. Temporality is the essential dimension of the human condition. Time was given to man as a *chance*. Eternity explains the time, which of it comes and ends in it. It was in it as a virtual cone and ends up as an actualized and eternalized cone, with all the realities lived as time unfolded. It could be said that eternity is wrapped *time*, and time is eternity *unfolded* in actuality. From the chronological, mechanical, objective time, one gets to the *personalized time*, which is the time of *man*, the one that encourages fulfillment [apud 147, p. 21].

Over time, education, as a phenomenon of transmission and assimilation of experience, of conservation and transmission of material and spiritual values, a process of becoming an individual as a personality, has been and is involved in the triad of existential and axiological dimensions: tradition-modernity-postmodernity, in two hypostases, says E. Macavei [86]:

- as a messenger of tradition, the modern and the postmodern;
- as the operator of his own reference field, that of pedagogy.

*In the position of a messenger*, in relation to tradition, education preserves the *distant, medium* and *recent* past and updates it, takes it successively, on value criteria, the legacy left by the forefathers and transmits it to the new generations. Thus, education, by transmitting and taking over experience, material and spiritual values, has ensured the continuity of generations in the creation of culture and civilization, in the dynamics of the temporal *dimensions: past-present-future* [91].

Modern society, at an elevated level of culture and civilization and associated with progress, needs people able to cope with the demands and challenges of economic, political, cultural life, needs people who are „in tune with the present”, look to the future, satisfy their material and cultural needs and create new material goods and spiritual [ibid.].

*As an operator in his own field of reference*, of pedagogy, education, as a practice and theory, combines tradition, modernity and postmodernity to educate himself and adder. In relation to tradition, practice educational theory preserves what has been achieved in the past, selectively takes ideas, theories and practices, and uses them to be transmits forward. The history of educational ideas, theories and practices reflects the achievements of the forefathers and progress in this field.

V. Tvircun, in his thesis in pedagogy „Valorization of the criterion of historicity in pedagogy” [149], substantiates a new field of pedagogy **Chrono-pedagogy**, as a border field, achieving an interdisciplinary approach (philosophy and pedagogy) of education, as a process of using the achievements and guidelines that can be repeated in time as an efficiency *factor*. This field has as object of study: **the temporality as a pedagogical phenomenon in the context of historicity**. And is the process of updating the contributions of temporality in the modernization of pedagogy, The area of study constituting the modern philosophy of education. Based on the reflection and pedagogical application of professionalization of staff (especially teachers). The purpose of **chrono-pedagogy** is to identify and explain the nature and essence of the contribution *of temporality*, of the causes and mechanisms of these contributions in pedagogy. Through the analysis of time and temporality, the Kantian idea of change was adhered to, according to which in the changes in pedagogy the substance remains constant, only the accidents change. Therefore, argues the author, two pedagogical

phenomena can manifest, both, at the same time, but under different ratios – in one and the same event. The present tense is a *living time*, which contains in itself both the past and the future, but neither past nor future. This idea is convincingly revealed by *the axiom* of the included third party, which stipulates those three entities coexist at the same time. Based on the philosophical specificity of historicity, as a simultaneous manifestation of the values of the *past-present-future*, it was inferred that the pedagogical task consists in conferring one's own actuality in its own historicity to the pedagogical phenomenon approached, as a configuration in the present of the past and future, formulating some of the most current pedagogical theses, concluding that time, in philosophical opinion, „it is not an empirical concept that has been taken out of any experience. They may disappear entirely, but time itself (as a prerequisite of their possibility) cannot be suppressed. Time has no objective value except with regard to phenomena. It can be said that „all things as phenomena (objects of sensitive intuition) are in time” [ibid., p. 83]. Therefore, the empirical reality of time remains a condition of all our experiences [ibid., 80]. The fundamental task of interpreting the phenomenon involves the *elaboration of its temporality*.

## 2. FORMS OF EXISTENCE AND CHARACTERISTICS OF TIME

Time is a matter of great social importance, with educational and economic value, as well as personal value, being limited every day and in our lives. The units of time were made by agreement to quantify the duration of events and the intervals between them. The events that occur regularly and objects of seemingly periodic motion have always served as standards for the units of time.

In the society of the third millennium, increasingly driven by discourse based on the acceleration of time and in which time is treated as one of the rarest and least resources, it is perhaps surprising that so little research has been carried out on the influence and interaction of time on organizations. Time can be considered an important factor in shaping one's own identity on several levels. The social and biological stages of our lives – childhood, adolescence, adulthood, middle and old age – are marked, from a social point of view, by transition points. These stages shape, for most of us, projections of life and career.

In 1990, Hassard stated that „time is the variable that is lacking in sociological analysis”, and Bash pointed this out by arguing, in 2000, the „social study is relatively historic and insensitive to the way temporality is involved in social life.”

A dominant Western society's conception of time is related to the focus on the construction of linear and measurable time (time related to the clock). In this vision, time is perceived as a resource that can be measured, used and traded, which has contributed significantly to a radical transformation of education [153, p. 55]. The studies dedicated to different time of organizations raise many questions and open up many topics of discussion. Lawrence tries to discover the temporal dynamics of institutionalization, arguing the study of time in its social context, and its meaning, and the relationships between them.

Other research on temporal practices within organizations focuses on the importance of time in community life, as manifestation of a variety of activities, norms, memories, time tables, expectations and experiences, temporal boundaries, with the purpose of indicating the importance of time in planning work, in a the culture of time in relation to payroll systems.

Lee and Libenau's research into time in an organization distinguishes between measured time (clock time) and social time [153, p. 52]. Research on measured time focuses on several aspects that take into account: decision time, temporal orientation, time as a

resource, working time and temporal pressure, and those on social time consider temporal variety and change in temporal patterns (figure 1.1).

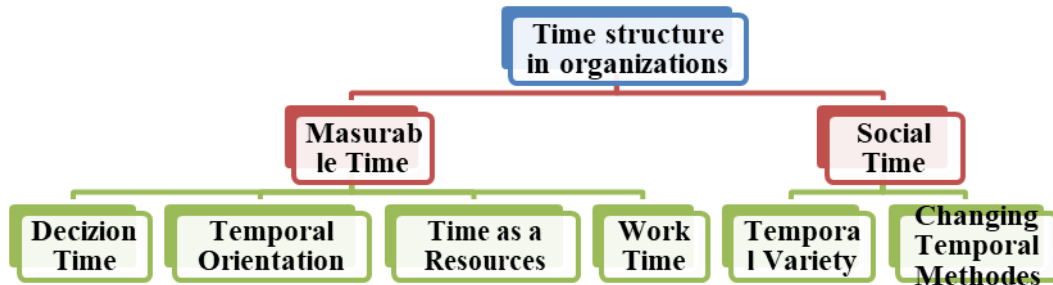


Figure 1.1. Classification of time in organizations [F. Voiculescu, 153]

Of the studies on time relative to an organization, most are focused on measurable time and very few – on social time, a large part of them regard time as a constant rather than as a variable that can be changed by social or organizational elements, but there are also opinions that the socio-moral context of an organizations induces a process of change that reflects the interaction between measurable time, inner time and social time of the workforce at any time in the process. A study conducted by Sorokin revealed and proposed the first functions of the sociocultural time, these being: synchronization and coordination. Gurvitch offers a complex model that highlights a number of eight “social times” (Figure 1.2), each of which intervenes, to a greater or lesser extent, in one of the levels of social life, from macro to micro social [12, p. 51].

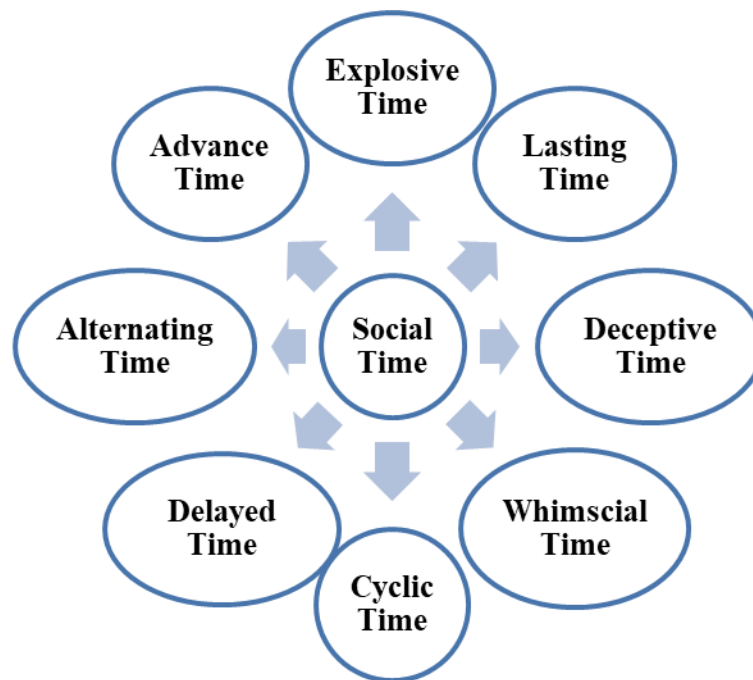


Figure 1.2. Aspects of social time in Gurvitch’s vision [apud 13]

The idea of a multiplication of social time formulated by Gurvitch identifies eight types of social time, each of which is associated with different social manifestations (communion, community and masses) or with levels of the self, types of social groups and degrees of continuity/discontinuity, urgency/safety:

- „Enduring time” – the time dedicated to the family, the one that gives the true value to our day.
- „Deceptive time” – the usual time of each day, with its routine and surprises.
- „Capricious time” – the time of unexpected events of life, events in the environment, with the uncertainties offered by their evolution.
- „Cyclical time” – the time of events that regularly return to life.
- „Delayed Time” – the time of social symbols and institutions that are anchored in the past traditions and customs used in the perpetuation of life – but marked by the permanence that binds them to the past.
- „Alternating time,”- in contrast, is the time of rules and algorithms. It is also based on past and stability, but is used to achieve change. This is the time specific to industrial and economic activities, drawing on existing knowledge, but pushing things further.
- „Time in advance”- the time of aspirations and innovation, through which we conquer the future and push the present towards the future.
- „Explosive Time”-the time of collective creation and revolution, is the time that allows existing structures to be changed or replaced [ibid., p. 59].

Time is one of the most important resources underlying the performance of an undertakings. The timely reporting is diverse, depending on the type of culture we refer to. Perception linked of flow time is differentiated by the bloke of culture and deferent from one organization to adder organization. Management Time and Good Management as activities in the organization is a resource with valences of intangible capital. An efficient management on to the time factor aimed at increasing the efficiency and effectiveness of the use of this type of the resource is generally a capability that underlies the establishment of high-performing skills. [ibid., p. 82]. Time management is also an exercise of creativity. Managing time is an exercise that constantly requires us to be flexible and available in our relationships with others, without deviating from our own goals. We need to know how to change a plan, how to cancel a meeting, so that we can give more time to a collaborator or client if needed [ibid., p. 64]. Time is a very important resource in the educational context. Its limited, irreversible, irrevocable, non-transferable character gives it uniqueness and value. At the same time, time gives value to the activity, respectively a good management of this resource allows carrying out an efficient activity. For teachers, the management of their own time is one of the important desiderata of the activity. The teacher's time is divided between the educational time spent in school and the educational time spent outside the school [63].

Time „itself” is an abstract concept, emptied of content. If a person spends hours copying, for example, from the phone book, the time spent will have an extremely low educational value. Time it can be seen attributes that define an effective educational time [5, p. 35]. First of all, educational time must be used for useful activities, useful for the student, which allow for his/her personal growth and development. Secondly, any educational time must lead to achieving a performance no matter how small it is we need to see it as achieving educational success. For example, if a student spends more or less time incorrectly solving a number of problems, or if he or she mishandles the information written on the board, then the

educational time will be zero. In the context, the type and efficiency of the task carried out in a unit of time is much more important than the total amount of time spent in the task.

Anyone who wants to effectively manage the educational time spent in classes may find that the systematic analysis of the activity involves the awareness of an extremely wide range of actions that take place along limited time sequences. The activity in school in general and the teaching activity in particular define activities that require an important investment of personal energy. Any teacher who wants to organize his activity as well as possible and who tries to streamline the use of teaching time can sometimes try a systematic analysis of the use of time. Thus, beyond the current design of the teaching activity, within which the temporal resource is precisely allocated, a real record of the use of nonteaching time can be taken into account (how much time in an hour is allocated for solving the problems of the discipline, for providing feedback, for the organization of the class, for the observance of the normativity and routine, for the current administration of the class activity). Thus, it can be found with astonishment that the actual didactic times (for the transmission of content, for consolidation, for evaluation) represent just over 50% of the time of a class. Some authors also suggest an analysis of the use of time by students in classes. A 20-second observation on each student's behavior during a task can provide extremely interesting information on the level of involvement in the task and on the level of deviation from the school norm. Accordingly, it is proposed to calculate two relevant indices regarding the use of teaching time by the students of a class: the index of involvement and the deviation index [13, p. 58]. Accordingly, a responsible teacher may try to review both daily and weekly times. Obviously, beyond the actual teaching time allocated and spent in class, there is a multitude of other time spent in school, but also outside it, times with obvious didactic relevance (individual preparation and planning of the teaching activity, formal and informal meetings and meetings, evaluation of students' works, social times dedicated to school and the school community, etc.). In the educational context, we can talk about several types of time. (Figure 1.3)

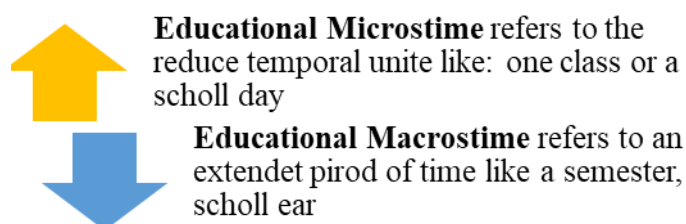


Figure 1.3. Types of time in educational context [63]

Also in the educational framework, a distinction can be made between the teacher's time and the student's time. In relation to these two kinds of time, let's note that, although they largely overlap, the teacher's time is still different from that of the student. It is about times that, although common, have different purposes: the student's time must be oriented towards the formation of new skills, acquisitions of skills and competences, in other words it is a time that materializes in his own education. The teacher's time is, from a daily perspective, a working time, a time dedicated to daily activity, but, equally, it is a time that materializes in the education of others. There are authors who propose another division of educational time, a division that essentially resumes the typologies previously presented (Figure 1.4).



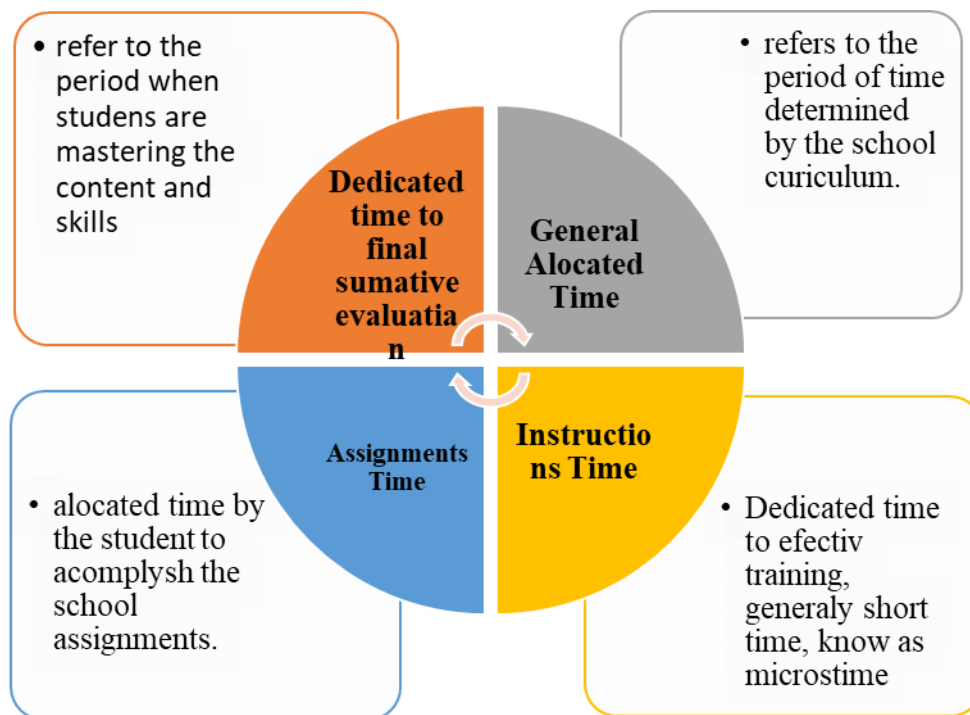


Figure 1.4. Types of time in the context of school [59]

The general time allocated is subject to considerable external conditionings due to the normative influence of school documents: (programs, structures of school years). In this case, a management of long periods of time: semester, school year can operate.

The teacher-manager will organize his activity in the classroom taking into account the number of hours allocated and the calendar schedule transmitted through the mentioned documents. Control over time is, in this case, limited. There are certain situations in which there is a possibility of a greater control over the time resource, respectively in the case of optional subjects. Even in the case of this limited control over time, there are a number of ways of managing the overall time allotted more judiciously [53, p. 127]. Judicious use of educational time involves a set of rules applicable at the level of several variables: [43, p. 65]

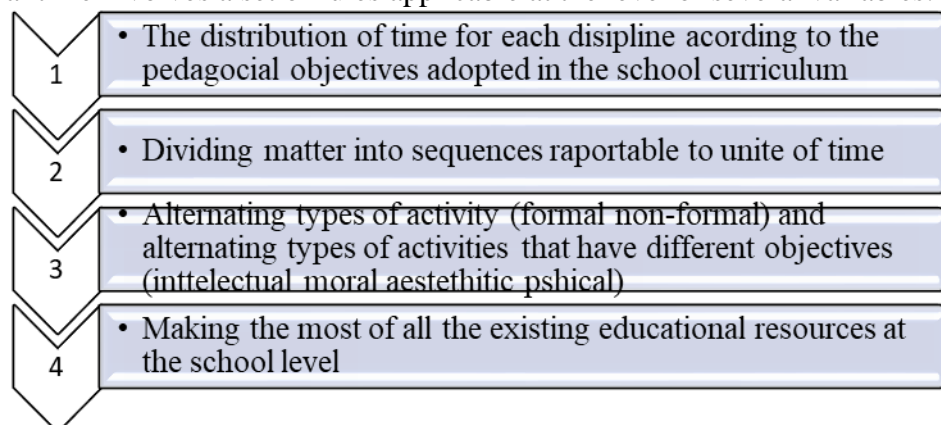


Figure 1.5. Rules for capitalizing on educational time.[43]

The synthetic expression of a good management of long periods is represented by judicious planning and didactic design of these biannual, annual planning, etc.

In the case of instructional time, one can talk about a management of short periods: day, week. In this case, the teacher's control over the educational time is somewhat more consistent, and the main method of judicious use of time refers to the elimination of unproductive times within a class. The elimination of „downtime” can be achieved through an efficient organization of activities during classes.

Any type of organization involves a connection to temporality. Nothing can be structured as an action outside of time; time is an indispensable resource, but also a vector of action. Time management becomes the „keystone” of educational praxis. It becomes truly effective when the teacher [81, p. 92]:

- clearly establishes its purpose in the time space stipulated by the curricular design;
- intelligently selects and groups content-dictated goals;
- anticipates and develops rigorous programs;
- formulates „reserve” variants regarding the organization and development;
- optimizes the load of tasks for categories of students or groups and for oneself;
- analyzes and intervenes operatively to solve the situations of disorganization or crisis;
- raises the students' awareness of the importance of the temporality carried out, thus improving the pace and use of the means;
  - at each teaching unit it leaves a spare time (for recoveries, additional discussions, etc.);
  - adopts the most effective and timely lesson variant;
  - it justifiably loads, from a didactic point of view, the students with work tasks (homework, additional activities, etc.), so as to maintain an optimal level of interests and motivation.

Time, as an educational resource, is a problem of combining, of combining different hypostases of the time lived by the educational partners (students, teachers, parents). In the specialized literature [151, 152, 153] the distinction between the formal time and the one appears informally. The formal time is the calendar, astronomical, objective one that has to do with physical time.

Informal time is the time felt, close to the subject, determined by different contexts or existential events. Formally, a day begins at midnight, and informally it begins when we wake up. Time is intimately linked to the feeling of our own existence. About time we can talk in several ways: as an interval between two events, as an environment in which events take place, as physical time or as a subjective experience. In each case, the passage of time is marked by the changes that happen in things or that we perceive occurring. In the context, the aspects of time as a value are significant:

- Time is a rare, limited good;
- Time cannot be bought or passed down from person to person;
- Time cannot be stored, accumulated, set aside;
- Time cannot be dilated or enlarged;
- The consumption of time is irrevocable;
- For the human being, it means life itself [C. Cucos, 43].

The theory that times is relative is known. The factors that can determine the relativity of time can be: physical, biological, historical, social, cultural, religious [ 24,16].

Physical time has an explanation in the fact that classical physics is based on the Newtonian model of the Universe, which posits the notion of absolute time. Absolute time is irreversibly flowing from the past to the future, unrelated to the material world.

Modern physics, through the theory of relativity and atomic physics, redefines the notion of time. Space is not a three-dimensional dimension, and time is not a separate unit, but forms a four-dimensional continuum called “spacetime.” Through different observers, these events may occur successively or simultaneously.

The biological time or time of beings (different from the astronomical one) refers to the speed of biochemical reactions in the cells of the human body, a speed that is different from one age to another. Also, biological time is important in terms of the biological rhythms by which the human body works; thus, the optimal periods for work, learning and other activities that involve intellectual effort are in the morning, until noon, and in the afternoon, between 16.00 and 18.00. Also, each person has his own biorhythm, alternating periods of maximum physical and mental form with energetic falls.

The physiological time or the time of restoration of the tissues of organisms is important from the perspective of medicine, in order to know how organisms, behave in case of disease and to know when and how to apply the treatment for optimal results. The recovery time of organisms also differs from age to age, being faster in youth and slower as we get older.

Psychological time or the refraction of physical time in human consciousness has a special importance for psychology and not only. Psychological time, internalized, can have a different duration than the chronological time, depending on the events to which it is associated: some events or emotions may remain alive in our memory, as if they had happened yesterday, while others, of recent time, may seem very distant to us. Emotions, inner feelings can give another connotation to chronological time, creating the illusion of dilation or compression of time. Psychological time is not subject to the norms of chronological time (linearity, regularity, continuity), but has a special peculiarity, not being equal to itself, sequentially or rigorously delimited.

The time of civilizations is aimed at the fact that time is perceived differently by different societies and cultures. The worldview and life influence the perception of time. In contemporary Western culture, people are dominated by time to the extent that they are dominated by material life. Being constantly in competition with time, people regard it as an enemy that must be subdued and controlled. Man's entire spiritual life is, in a way, a form of his struggle against death and his ambition to control time. In classical oriental culture, time represents a chance offered to the human being for spiritual evolution. This conception makes time take on another value and another dimension.

In other non-Western societies today, such as the native ones of America and Australia, as well as before the Industrial Revolution, the time is (era) circular. Time circular consists of cycles that are repeated at certain intervals of time: sowing – cultivation - harvesting, rainy seasons - dry seasons, birth - death. Time never ends, and life unfolds in the present [43.].

Social time explains that even within the same civilizations, different communities can divide time in different ways. The business community will focus on the commercial week, Monday through Friday, while for store owners, the week will be Monday through

Saturday. A community of farmers may not divide the time into weeks and weekends, but according to the farm activities and the seasons: the time of plowing, the time of the harvest, etc. From this analysis of the relativity of the perception of time emerges the different value that man bestows upon time. For an individual, the way of perceiving time is the very essence of his life. For companies structured on capital, time is considered a limited and very precious asset, so it must be invested with care. Although in these societies “time is money”, people are still thinking more about how to use their time, which is irreplaceable.

Unlike other resources, time has a number of totally special features [43]:

- time cannot be bought or sold;
- time cannot be increased or reduced;
- time cannot be stored or saved;
- time cannot be manufactured, reproduced or modified;
- time cannot be turned back; its passage is irreversible.

It is also worth mentioning the forms of the exit of time, as follows [45,37, 65, 77 90, 92]:

- Direct time, of activity in the classroom, in accordance with the teaching norm and the school schedule.
- Additional time, necessary for the correction of written papers, notebooks, preparation of practical works, preparation for lessons, preparation of topics for written works, meetings, teachers' councils, meeting with parents, etc.
- Volunteer time for cultural, sports activities, etc. with students.
- Strictly fixed time – no choice, such as: school schedule, board meetings, teachers' council meetings.
- Time at your disposal, in which you have the opportunity to choose when, how and where you will prepare your strategic plans – quarterly, monthly, weekly – or you will coordinate the activity colleagues, or you will do administrative chores.

The way of analyzing and managing the time resources is the decisive proof of the rationality of pedagogical design. Or, all the needs in education are dependent on the limits, constraints time.

The characteristics of the temporal resources are limited to the following [ 85 ]:

- Time is par excellence a limited resource, unlike any other resources, but it's an absolute limitation and independent of the processes that “use” it.
- Time is a resource with a unidirectional dynamic, it is consumed irreversibly and in a single sense, not being able to be stored, put to conservation or recovered. The only way time leaves traces are the signs, products, good or bad results of using it.
- Time is a resource with maximum polyvalence. Basically, it can be used in any way, and any activity is time-consuming. From these perspectives, time appears simultaneously as a need and as a resource.
- Time is a self-resuming resource, regardless of whether and in what way it is assimilated as a resource of human activities. Time is the only resource whose consumption cannot be stopped or suspended, otherwise a resource absolutely limited. Time is either used rationally and efficiently, or it is permanently wasted.
- Time is a resource with variable potential, its use value not being the same in the different stages that make up the actual duration of an activity or the chronological schedule of the life of individuals, groups and societies.

Last but not least, we must also mention that, in economic terms, time is the most expensive resource, and this property results as an economic and financial corollary of all the characteristics of the time. It is considered that the simplest and most famous scheme of compositional analysis of time is the scheme of the three 8 on which the 24 hours of a modern man's life day are distributed: 8 hours of "service", 8 hours of free time and 8 hours of rest. It highlights the three major components on which the daily time is distributed, beyond the differences in the schedule, in the modern society:

- the working time (in the sense of institutionalized work and socially necessary, as a means of subsistence and social insertion for the individual);
- free time (in the sense of time available to the individual and in which he can decide what to do, beyond professional and social constraints);
- rest time (in the sense of time allocated to rest, through sleep, for restoring the capacity to work) [ibid.].

From the point of view of the use of time, school learning or „learning” can be considered a specific form of institutionalized work, namely work associated with the status of pupil (student), socially recognized and regulated in terms of tasks, service obligations, weekly schedule, monthly, annually, of the conditions and institutions in which it is carried out.

Teaching can be assimilated to institutionalized work also due to the fact that it implies effort and therefore energy consumption, that it involves an organization with a more or less mandatory character, the subordination to rules external to the individual (the student) and that, similar to the other forms of work (physical or intellectual), it contains both attractive, interesting, rewarding elements, as well as unattractive, constraining, unpleasant elements, that is, elements that accompany any activity that the individual actually reality it's in an institutionalized setting.

It is important not to confuse work and learning due to the fact that, existentially, the two activities coexist, both in the case of pupils or students, as well as in the case of adults (qualified people). There are pupils or students who, in parallel with the school schedule and sometimes at the expense of this program, carry out work activities in the strictest sense of the term, that is, necessary work in the household, in the material support of the family or to cover the costs related to studies.

On the other hand, learning does not end with “employment”, but continues in different forms and for different purposes (improvement, retraining, promotion, etc.). Therefore, we will continue the analysis by keeping the distinction between institutionalized learning time and institutionalized working time [93].

School learning or „learning” can be considered a form of institutionalized work, similar to other work activities, also because the institutionalized time of learning (i.e., „student's work”) is the central landmark according to which the other components of the time are delimited and dimensioned which the student disposes.

Just as any other socio-professional status is associated with a certain work schedule, the status of student requires participation in the school program and the fulfillment of the other obligations related to this program. Only after the student has completed his or her school schedule, and only according to this program, he/she can benefit from the „rest of the time” as free time, as rest time or, in general, as time at his/her disposal [96]

### 3. TIME AS AN EDUCATION RESOURCE AND CONDITIONS FOR EFFICIENCY

In education, time has a particularly important role in the life and work of managers in this field. Directly or indirectly, explicitly or implicitly, the allocation of time by educational subjects and by types of learning activities has become a central issue and at the same time the most controversial issue of the elaboration of curricula, of the curricular reform. The amount of learning required has increased and continues to grow at a rate that can no longer be extensively sustained by the addition of hours[95]. The absolute limits of the loading of the study program have already been reached both in content (number and structure of educational subjects) and quantitatively (in terms of number of hours per week). In these circumstances, the time crunch is and will be the factor the main one that requires rethinking the concept of designing and evaluating study programs. The school has formed a certain group of time management procedures:

- School year (semesters, quarters)
- Educational sequences (structured by teaching hours)
- Teaching activities are planned and designed
- The actors are subject to durations called school schedules [43].

In school institutions, the student learns that time is delimited, structured, that time is worth, cost and brings profit. Moreover, students are obliged to make their own agenda, to be as autonomous as possible in the efficient use of time, to plan their own learning activities from home, to correlate their preparation time with the free one etc. School time is a pedagogical resource of a material nature, trained at the level of the education system through variables that complement each other: school year, school week, school day.

It is obvious that time is a resource, never sufficient or at hand at key moments, a resource that must be rationalized, controlled and optimized. But what do you do when the time for relaxation, recovery, family, friends, etc., also comes into play? No matter how hard we try, it is not the time itself that can be managed, but only the activities that take place over a certain period of time[ 97]

Starting from the fact that learning is the dominant form of activity associated with the status of pupil (student), being at the same time the main way by which the student integrates socially and through which his activity is socially recognized, the learning time must be considered as the central landmark according to which the other compositions are delimited and sized enter of the time that the student has during the school activity [94, 153]. However, learning is carried out in various ways and in various periods. The student learns by participating in lessons or courses, learns in the school workshop, in the computer lab or on the sports field, learns through self-study at home or at the library, learns „playing” at the computer, etc. In addition to explicit learning activities, the student also learns through other activities, which do not pursue explicit learning purposes: through work, through play, through entertainment. In another aspect, some learning activities are compulsory, imposed and scheduled, while others are optional, optional or occasional. In these circumstances, in order to be useful in the rational distribution of temporal resources, the analysis of the learning time must allow the delimitation as precisely as possible of the different ways of learning, of the time allocated or allotted to each and of the position that each one occupies in the chronology of daily, weekly, quarterly activities, conducted by the student.

Institutionalized learning time is that part of the total available student time that is allocated to school learning, regulated and institutionally scheduled, based on official

documents on duration, structure and content the learning activities related to the study program that the student goes through [98]].

The institutionalized learning time is a standardized time at the level of the education system and scheduled at the level of the school institution, which constitutes the main basis of the social recognition of studies and the status of pupil or student. In turn, the institutionalized learning time is distributed on two categories of learning activities: collective activities (which involve the presence of the student in the classroom) and individual (independent) activities [99 ].

The optional learning time is therefore the time sized and used following a choice of several variants of use. In contrast, the optional time does not result from a choice of the or/or type, either that there are no competing alternatives or that there are no very firm constraints. Therefore, as an existential status, the optional learning time is closer to free time than to working time, it is a way of using free time that can compete a lot with other ways of using leisure time (entertainment, work, rest). Sometimes the learning activity performed by the students ends with the end of the courses, sometimes it occupies almost all the free time that the student has. Therefore, the analysis of the optional learning time must take into account the conditions and actors acting in the concrete reality of distributing the students' learning time.

In conclusion, the optional time that the student has or can dedicate to learning is an important indicator of the rationality of the school curriculum and, in general, of the rationality of the use of the temporal resources available to the learning process. But in other respect, the optional learning time is an important explanatory factor for the school and, later, socio-professional performance of the student [95, 98].

The rest time is part of the total time allocated to restoring the energetic and functional potential, physically and mentally, of the student in order to restore the work capacity in particular, the learning capacity necessary for the resumption in optimal conditions of the school and extracurricular activities[100]. The necessity of the rest time is first of all an organic and physiological necessity, a cyclical need that is part of the bio rhythmicity specific to the functioning of the human body. The minimum limits of the rest time are biologically determined, and their observance conditions the real normal functioning of the organism. But rest time also has a social determination. It is recognized as a fundamental human right, being set minimum socially permissible limits, just as maximum limits are set for working time.

In the examined context, it is necessary to respect/optimize the use of time in its manifestation hypostases and in this respect two distinct characteristics are important – efficiency and reasoning. Efficiency is perceived as the ratio of results to resources. Referring to individual and organizational efficiency, the redoubtable management specialist Stephen Covey mentions seven skills of the most effective people: being proactive – is the human endowment of self-knowledge; to begin with the ultimate goal in mind—is the human endowment of imagination and consciousness; to give importance to priorities—is the human endowment of the power of the will; to think gain/gain is the human endowment of the mindset of abundance; to seek first to understand and then to be understood—is the human endowment of esteem and respect; to act synergistically – is the human endowment of creativity; self-renewal (sharpens the fiery of the caesarian) – is the human endowment for continuous improvement/innovation [5, pp. 31–39]. A new skill in the years of the Age of

Knowledge Professional – Identifying one's Own Voice and inspiring those around them the desire to find their voice –which is considered the eighth skill [ibid., p.5]

Efficiency reflects in education the quality of a pedagogical act to produce quantitative and qualitative results increased with the same resources or with fewer resources. The effectiveness of an educational process cannot be properly evaluated – nor therefore used as a significant feed-back lever – unless one takes into account the resources available and those that have actually been used to obtain the results that are evaluated. In other words, at the same results, efficiency is estimated to be higher if fewer resources have been used. From this perspective, the criterion of efficiency can be reformulated as follows: an activity is all the more effective as it produces increased quantitative and qualitative results with a lower time consumption. This criterion can be presented as activities producing equivalent or better results, the most effective activity is that involving the lowest time consumption; the increase in the results of an activity does not indicate an increase in efficiency if it involved an increase of time consumption higher than the increase of the obtained results; in conditions of crunch of time, when the limitation of temporal resources is acute (in very busy school periods), an activity whose results are obtained through an unjustified criteria of time consumption is not only ineffective, but also irrational and dysfunctional (it can block other activities, which can no longer be done due to lack of time) [153].

Therefore, of the two or more activities that produce equivalent results, the most effective is the one that involves the least time consuming. The important issue is not, in fact, that of the volume of time devoted to a particular activity, but of its effectiveness and efficiency in relation to the time consumed for its realization. The key to success in studies and in life is the development of skills to organize time and to learn techniques to effectively set goals.

Rationality is the second major condition of the analysis and administration of educational resources – a condition closely related to that of efficiency, representing in fact, as we will see, the conversion of efficiency criteria into principles of organization of the pedagogical process. In the previous example, the attribute of “rational” has already been used with regard to the action of the teacher who designs and carries out the educational process taking into account the limited nature of the resources and the volume and nature of the needs to be covered with these resources. This meaning of the attribute of „rational” highlights very well what rationality means as a necessary dimension of distribution and use of educational resources.

Rationality is, in the most general sense, a characteristic or quality of human activity to incorporate in its structure and processualism and in the behavior of the agents (subjects) that it is achieved by the efficiency criteria imposed by the best possible satisfaction of increasing needs with limited resources [ibid.].

Most students fail to learn how to organize or capitalize on their time in the most productive way and easily give up when they encounter difficulties. Also, the lack of organization of one’s own time is a boon on the other areas of the student's life. The lack of structuring of the material to be learned and the realization of the homework at the last moment prevents the student from using all his resources to the maximum due to the time crus. Brian Tracy said, „The cause of all failures is determined by moving to action without first having a well-established plan” [apud 153]. It is essential to have well-defined objectives for which we work on a daily basis.



The so-called time budget of the student/student, known in the social life plan in the form of the „three of 8” – eight hours of professional work, eight hours of extra-professional activities and eight hours of rest and restoration of human forces – is not respected. So, the organization of rest is in correlation with the organization of work.

This division has an indicative character, it undergoes changes depending on the profile of human activity, age, etc. In this world of busy schedules, the student finds it difficult to divide his time for his activities, family and social, and he encounters difficulties in achieving personal goals. A help can be offered to the teacher with his pedagogical tact, pedagogical mastery, which represents the development of all components of the teacher's personality.

Teachers estimate the time needed to carry out the planned activities for each course/module unit. The amount of work expressed over time must correspond to the number of credits available per course unit. Teachers should develop appropriate strategies to use students' time with maximum efficiency. When determining the amount of work required by the student to acquire a course unit or to carry out an activity from the curriculum, the holder will take into account the specifics and the didactic-methodical assurance of them in part.

Academic success seems to increase when time management skills are well used. Students' ability to manage time becomes an essential component to academic success. Proper time management becomes important in education in particular, at higher levels, because it suggests, among other factors, the workforce that may be available in the life of a nation. { 101}.

„Time cannot be wasted, but poorly administered,” says Yager (1999) [ibid. 190]. One of the causes of wasting time is procrastination, being even one of the most common failures of time management. Some students struggle with procrastination due to a lack of time management, especially when they cannot meet the deadline. It seems that everyone is procrastinating, we are all procrastinating at one time or another in our lives.

Thus, procrastination is everyone's problem, which means that everyone is late in one way or another [96]. It has been observed that many students postpone academic work from the beginning of the semester – they attend lessons but do not show activity – while others actively participate in the study process. Here we have the difference in effectiveness. The most frequent and, at the same time, the most significant situation for the consequences of the irrationality of the distribution of the temporal learning resources is the one generated by the teachers who, out of excess of zeal, from a tendency to obtain at any cost exceptional results or for other reasons (including for convenience), ask the students for training efforts far beyond the limit normal, exaggerated in relation to the place that the discipline occupies in the entire curriculum.

Homework involves hours of preparation, including Saturdays and Sundays. These teachers are particularly demanding, intransigent, systematically check the students' training and only admit the level of complete learning (everything must be known). The days when the respective subject is caught in the schedule fully take over the students' training effort, so that the evaluations in the other subjects usually result in poor grades. Such situations can be avoided and solved to the advantage of the overall efficiency of the educational process precisely through a correct analysis and distribution of time resources, as well as by using time consumption as a criterion for evaluating the efficiency of this process [92, 94, 98].

## CONCLUSIONS

Today, when the need for a reform of education is intensely discussed, this dimension of time can be a benchmark for achieving a quality education, in accordance with the requirements of the present, but especially with those of the future through the perspective of the past. It is for these reasons that the approach of time in pedagogical science becomes a clarifying factor. Identifying this dimensioning of time is a very important thing, because it highlights the notion of efficiency, so that one can elucidate what is offered to pedagogy simultaneously through the past, present and future and which is the value of this offering [91,100].

The absolute limits of loading the students' study program have already been reached, if not exceeded, both in content (number and structure of educational subjects) and strictly quantitatively (in terms of number of hours per week). In these conditions, the time crisis is and will be the increasingly important factor that will require rethinking the concept of designing and evaluating study programs, organizing and conducting the educational process under aspects specific to the management of the educational institution.

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