

Study Of Relationship Between Time Management Skills And Time Wasters Among Higher Secondary School Teachers

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ABSTRACT

The present paper is an attempt to study the relationship of time management skills with wasters among higher secondary school teachers. A sample of 800 Aided, Government and Private higher secondary school teachers in Faridabad City constituted the sample of the study. Self-made questionnaires were made on five point likert scale to measure the time wasters of higher secondary school teachers. A negative significant relationship was found between time management skills and time wasters among higher secondary school teachers concluding that time wasters negatively influenced time consciousness of teachers.

Key words: Time management skills, time wasters, higher secondary school teachers.

Introduction

The teacher's role has long been regarded as important, not only in shaping a child's personality but also in influencing society. At the same time, it's important to realize that an incompetent teacher represents a far bigger danger to the nation. In the classroom, teachers, according to Patanker (1999), decide the nation's destiny. They assist to create civilizations, determine the nation's destiny, and protect human existence. They inculcate in their pupils humanistic, ethical, and moral values. The work of the teacher is taking on new dimensions as a result of technological advances and new types of information brought about by scientific discoveries. Teachers, whether they teach in schools, colleges, or universities, play a vital role in the strength and success of an educational system. In reality, a nation's quality is decided by its citizens' quality. Citizens' quality of education is determined by their education, which is determined by the quality of their teachers.

A teacher's professional effectiveness is affected by their personal and professional qualities. More trained and dedicated teachers are required in the classroom because even the best curriculum and faultless syllabus are worthless without a good teacher. Certain well-known, self-evident, and implicit duties, commitments, and expectations from members of the teaching profession are inherent in the profession. Future teachers are equipped for lifelong learning and professionalism as a consequence of teacher education programs. Teachers require a foundation of professional knowledge on which to base their instructional decisions in order to be called professionals. Teachers must make decisions based on systematic knowledge, promote inquiry, and discover new information as professionals. The phrase "education of teachers" refers to the process of imparting professional abilities to teachers, such as education (knowledge) and training (skills) (skills).

Time is a gift from the Creator, as well as a precious commodity. It is the time when people and nations are born, grow, alter, embellish, maintain, develop, strengthen, and defend their present and future. Any immoral, unsocial, and priceless event or incident is believed to be healed and cared for by time. Time, with its pace, speed, and direction, overcomes any system's or nation's barriers and problems. Nobody can stop a nation from growing and thriving if time is properly managed to satisfy the needs and requirements of its problems and occurrences.

Time Management

Time management (TM) is a key component of school planning. It is the ability of organizing, planning, and budgeting one's time in order to achieve objectives (Mohanty, 2003). It is a global phenomenon that individuals manage their time. It's a process that involves defining needs and arranging tasks in order of priority. Controlling and managing it is difficult. The majority of people think that time is uncontrolled. Time is not a physical object that can be easily controlled; rather, it is something that must be flowing with. Over the past four to five decades, the desire for greater leisure time has increased. According to Green and Skinner (2005), there is a substantial degree of disagreement between people's estimations of time usage and the output results.

Time Management Skills

Time management is the distribution of one's time in a manner that one is able to complete one's allotted tasks on schedule and with efficiency. It requires skills like Review of Time and Action, Planning, Scheduling, Controlling, Utilizing, and Evaluating.

Review of Time and Action

The best time for review and action is immediately after the action is over. Priority, Comment and Disposition, and Result should be completed while the action is fresh in mind. It may be argued that delay provides time for reflection but it is not true in the case of every action. For all practical purposes the complete entry should be made at one time, steadily and regularly as actions take place throughout the day. A review of these conclusions will show the teacher how he can improve this time management skill. (e.g.) to study the situation and facts before planning, be realistic in setting deadlines, and to minimise time commitments. A review of teacher's time and action reveals a number of strengths and weakness in the area of time management skills.

Planning

Planning is an integral component of managing time. Planning one's time allows for both spontaneity and flexibility. Good planning doesn't become a rigid task master that enslaves, but it liberates. Teachers who know how to use time will achieve results by planning. According to Mackenzie (1972) planning is the beginning of all management activities. Planning takes time but actually saves time in the long run.

Scheduling

Teachers use a systematic method of scheduling their work day, such as self-time study or develop a schedule on a practical 'demand' basis. There are overall considerations about teachers time that suggest the need for flexibility. That is they must be prepared to break large activities into smaller parts and to prioritize time and activities in such a way to manage everything. Teachers must be prepared to set aside one task for a more important one, or to develop everything for an emergency situation.

Controlling

Gaining control over teachers' time depends more on understanding priorities and planning, and getting control of time by keeping to the schedule without deviation. Ability to control the pace of work and avoiding spending too much of time on one activity, whether planned by day of the week, means becoming proactive rather than reactive, doing what is important to achieve goals rather than simply reacting to other people's demands. There are habits they can change, new behaviours they can adopt or general guidelines they can follow, which saves small pieces of time and this can make them feel they are progressing, even while they sort out the bigger issues.

Utilizing

To improve teachers' time management it is important to analyze how they utilize their time. All the teachers have to utilize the available time to attend the work, for effective time utilization teachers need to include in their daily schedule atleast one important but non-urgent task, they should finish the work well before the deadline, and to focus on one task at a time. Teachers gain time by working smartly with the help of daily log of activities.

Evaluation

Expectations as to evolution have risen in all aspects of academic performance. For analysing whether teachers are realistic in their time deadlines, and to check that whatever task they do is really necessary and acting to improve it, it is important to evaluate the success of their efforts. Periodic review is necessary to measure how much they have achieved and to decide which areas need improvement in time management and draw up a strategy for using time in those areas.

Effective use of all the skills of time management requires self-discipline. By implementing all skills of time management, teachers can broaden their horizons, become satisfied with increased productivity and reap more rewards from their endeavours.

Time Wasters

Time wasters are those activities that will be considered to be anything that prevents the person from achieving objectives in the most effective way possible. Time waster is an activity which may be relevant or irrelevant but compelled to perform. The teacher cannot resist but do those activities. They are compelled by the authorities or the environment imposes their time wasting. (eg.) time spent on visitors, for communication, frequent calls from superiors, coping with unexpected incidents and situations.

While time wasters are universal, causes and solutions are personal and situation specific. Causes must be identified with one's situation and solutions must spring from his/her own abilities and task boundaries.

Related Literature

Time management is an important tool for high authoritative execution, according to Aedojo (2012). Teachers' time management techniques and their presentation in the study hall were shown to be linked positively by Khan, Farooqi, Khalil, and Faisal (2013). There were significant differences in the chief's time management, rehearsing dependent fair and square, and the school's unpredictable nature between Khan, Ahmad, and Naseer-ud-Din (2015). Time management rehearses were most advanced among secondary school heads, while they were

most minimal among secondary school directors. When the material was examined based on school area and prepared in the area of time management, no significant differences were discovered in the director's time management rehearsals. Several studies have shown that public school instructors are unaware of the excellent organizing framework for their speeches/addresses and operate in an unfavorable environment. In Chukwuji et al. (2018)'s recommendation, schools should engage in training programs to ensure that teachers' abilities are constantly improved, giving them the opportunity to increase their profit margins. According to Lualhati (2019), faculty members' most common time management issues were scheduling, targeting, job prioritizing, document management and interruption management, superfluous documentation, and reporting. A number of the recommendations made in this document may have a significant impact on educators and students alike.

Need For The Study

Time has become a constant source of concern and the ways and means of managing this irretrievable commodity has become relevant today for teachers. Therefore time is not the problem but rather how one utilizes its limited supply. Time shortage is therefore an illusion resulting generally due to time wasters as, poor communication system, coping with unexpected incidents and situations, and so on.

Inspite of its preciousness and vast potential, teachers waste nothing quite so thoughtlessly as time. Teachers must balance the demands of family and personal life with teaching duties. Not everyone is prepared to deal with those various time demands. Some teachers invariably over commit themselves and grow frustrated because they are unable to do things as well as they would like to do. Others are poorly organized and lose track of what they need to doing.

Schools are a unique place where there is a management, worker relationship, and yet the workers are often delegated with many management responsibilities. In most higher secondary schools teachers are expected to keep attendance records, carryout disciplinary action, and sometimes supervise students outside the classroom setting. They get involved in material purchases, curriculum development and text book selection which are often deeply rooted at the teacher level.

Teachers often spend countless hours on job related tasks outside the physical confines of the school. Such efforts may cut in to evening and weekend time. For married teachers and their families this may mean disrupted meal schedules, loss of time for each other, and fewer family activities.

Competition for a teacher's time is fierce when the school year is in progress. Therefore this study will be a great help for teachers how to use their time effectively, they will possess a clear understanding of time, its preciousness, and how to manage time. Keeping in view the important of teachers' time management skills, an attempt has been made by the investigator to study relationship between time management skills and time wasters of higher secondary school teachers

Research Design

The study has been conducted in two phases, the first is exploratory in nature and the second is experimental.

Sample

A sample of 800 Government, Private and Aided higher secondary school teachers, in the Faridabad City constituted the sample of the study.

Instruments

A five-point likert scale was used to construct a self-made questionnaire to gauge the level of time awareness among high school teachers. There are 25 different things on the spectrum of time awareness. scale. The measure was refined in light of feedback from a pilot study involving about 100 instructors. With the help of SPSS, Cronbach's Alpha (0.78) was calculated and is higher than 0.7, indicating that the equipment was reliable.

A five-point likert scale self-made questionnaire was also created to assess the time-wasters of high school instructors. Thirty-one items make up the time-wasters checklist. The measure was refined in light of feedback from a pilot study involving about 100 instructors. The apparatus has a validity and reliability score of 0.71 and 0.78, respectively.

Objective

1. To find out the relationship between time management skills and time wasters of teachers.

Hypothesis

2. There exists no significant relationship between time management skills and time wasters of teachers.

Results and interpretations

Table1: Relationship between Time Management Skills and Time wasters and its dimensions

Dimensions of Time Management Skills	Dimensions of Time Wasters					
	Organizational Work	Administrative work	Managerial	Facilitator	Personal Work	Overall
Review of Time and Action	-.206**	-.200**	-.196**	-.170**	-.170**	-.220**
Planning	-.261**	-.254**	-.318**	-.239**	-.307**	-.318**
Scheduling	-.202**	-.196**	-.195**	-.174**	-.167**	-.219**
Utilizing	-.215**	-.215**	-.178**	-.187**	-.168**	-.228**
Controlling	-.184**	-.173**	-.153**	-.159**	-.129**	-.189**
Evaluation	-.149**	-.165**	-.197**	-.127**	-.149**	-.181**
Overall	-.285**	-.281**	-.289**	-.248**	-.257**	-.317**

All dimensions of time management skills are negatively related to time wasters. ‘Review of Time and Action’ ‘Planning’ ‘Scheduling’, ‘Utilizing’ ‘Controlling’ and ‘Evaluation ’ are negatively and highly correlated with overall time wasters. The other dimension of time wasters are also negatively correlated to all the dimensions of time management skills. Hence, the null hypothesis, “There exists no significant relationship between time management practices and time wasters of teachers” is not retained. This shows that time wasters play an important role in negative and affecting the time management skills of school teachers. The study also points out that the effect of time wasters on teachers reduce as their time management skills improve. Time wasters are those activities which are within the hold of the individual and could be minimised by better time management skills. A teacher, who manages his time wasters such as less involvement in

organizational work, less participation in administrative work, less role in managerial and facilitator, and does not involve in his personal work in school time can improve his management skills. Thus, it is quite obvious that effective utilization of time management skills leads to lowering of the effect of time wasters.

FINDINGS AND RECOMMENDATIONS

All dimensions of time management skills are negatively related to time wasters. 'Review of Time and Action' 'Planning' 'Scheduling', 'Utilizing' 'Controlling' and 'Evaluation' are negatively and highly correlated with overall time wasters. It may be said that higher the time management skills, lower the time wasters of higher secondary school teachers and vice versa.

It has been found that frequent staff meetings, poor communication system, slow process of decision making by superiors, poor clerical support are the main time wasters for teachers. Apart from these teachers sometimes are endowed with excessive administrative work, like maintaining attendance records, writing consolidated mark sheets, selling tickets for various funds, organizing sports programmers and quite often acting as substitute teachers. These activities overburden a teacher. Sufficient staff with well demarcated activities overburden a teacher. Sufficient staff with well demarcated activities to be performed by them should be provided by the management. Overburdening of teachers, causes stress in the teachers, leading to time wastage and drifting away from the goals and objectives set.

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