

# A Study of Time Management Among Secondary Teachers

**Ms. Sangeeta D. Patkar**

Associate Professor, Gokhale Education Society's, College of Education and Research, Parel, Mumbai

## **Abstract**

Effective time management skills can help teachers become more productive and provide their pupils a better education. Classroom management is highly challenging since teachers have a lot of material to cover in a short amount of time. A teacher must strike a balance between the classroom's long-term objectives. Thus, effective time management is crucial for teachers. In this study finding out how secondary teachers view time management is the primary goal. This study used a survey to conduct descriptive research. Sixty secondary school teachers from Mumbai region make up the study sample.

**Keywords:** Secondary teachers, time management

## **Introduction**

The effective use of all resources to accomplish the stated goals, tasks, and activities within a time frame with defined start and end points is known as time management (Akatay, 2003). Teaching can be daunting at times. In addition to planning units and lessons, teachers also have to mark student work, attend meetings, prepare reports, submit budgets, reply to emails, and, if there's still time, deliver lessons. There's so much to be done, and there's not enough time to get it done. Time management is setting priorities, managing time, and making the best use of a given amount of time (Efil, 2000).

Enhancing the quality of the tasks completed within the allotted time is the goal of time management, not expanding it (Erdem & others, 1998). Efficient time management is the skill of organizing your schedule well. This makes it possible for teachers to do the necessary activities and duties in the allotted time in an effective and productive manner. Prioritizing items on a teacher's to-do list in order to do urgent or crucial ones before others is another aspect of time management. This makes it less likely that significant work will be rushed completed or deadlines will be missed. The biggest impediment to instructors and student-teachers using their time effectively is a shortage of time.

## **Need of the research**

We are all aware of how challenging it can be to manage a classroom when there are numerous tasks that need to be completed in a short amount of time. However, teachers who possess strong time management abilities may boost their output and give their pupils a better education. A teacher must strike a balance between the classroom's long-term objectives. In addition, they have a lot of paperwork to handle, lesson planning, teaching in the classroom, assignment grading, and communicating with parents and students. Thus, effective time management is crucial for teachers. By managing their time effectively, teachers can maintain a healthy balance between their personal and professional obligations, avoiding burnout and promoting a rewarding and long-lasting teaching career. For educators to prioritize

their own professional development and personal well-being, time management is essential. Through the allocation of time for professional development activities, teachers can enhance their teaching abilities and remain current with educational trends. These activities may include attending workshops, working with colleagues, doing reflective practices, and more. Additionally, time management skills enable educators to give self-care first priority. Teachers can avoid burnout and preserve their general wellbeing by establishing boundaries and scheduling time for rest, relaxation, and personal interests. Thus, the researcher intends to investigate teachers' and student teachers' time management abilities since they are the educators of the future.

### **Statement of research**

A Study of Time Management among Secondary Teachers

### **Objectives of the research**

The objectives of the research are as follows:

- To identify the time management as perceived by Secondary Teachers
- To find out solutions to improve time management of Secondary Teachers

### **Scope of research**

The study's main focus is on the difficulties teachers have in effectively managing their time. It focuses on comprehending the time management abilities that teachers possess. It also emphasizes how teachers currently manage their time in relation to lectures, checking books, relying on colleagues, etc. Teachers from Sane Guruji English Medium School in Dadar and the College of Education and Research at Gokhale Education Society in Parel were involved in the research.

### **Limitations of the research**

The research was restricted to the teachers of Gokhale Education Society's College of Education and Research, Parel and also secondary teachers from Sane Guruji English Medium School, Dadar.

The study was limited to secondary teachers from Sane Guruji English Medium School in Dadar and teachers at the College of Education and Research, Parel, of the Gokhale Education Society.

### **Importance of Research**

Teachers that practice time management are able to assign different activities and duties at different times, resulting in a balanced workload. Teachers might avoid an excessive backlog of work by prioritizing assignments and establishing achievable goals. Teachers are able to preserve their excitement and love for teaching thanks to this balanced workload, which lowers stress and reduces teacher burnout. Teachers who are proficient in time management can establish a classroom that is well-structured and orderly. A well-managed classroom incorporates time management techniques like creating routines, handling transitions, and scheduling time for customized student support. A well-structured classroom environment increases learning possibilities, encourages student participation, and generates a feeling of structure. This research is important since it clarifies the nature of teachers' work environments. It is clear from this work whether the teachers fulfill their deadlines and turn in their assignments on time.. It is also beneficial to ascertain whether they submit work in a consistent manner.

### **Research Design**

This study used a survey to conduct descriptive research. Because descriptive research focuses on observation and perception of the current situation, describes and interprets the issues, conditions, practices, or relationships that exist; holds beliefs and attitudes; follows ongoing processes; and emerges emerging trends, it was deemed appropriate.

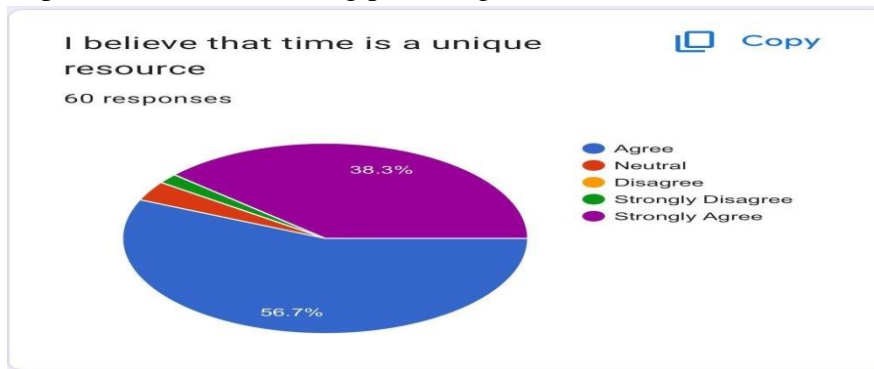
**Research Method-** Researcher used survey method for this study.

**Research Tool-** Teacher made questionnaire was provided physically, through mail and google form. Questionnaire consist of 20 questions related to time management related to school work like whether the delay in submissions is the outcome of less time or they feel they are responsible for the same, they set daily goals etc. Researcher used percentage for analyze the data.

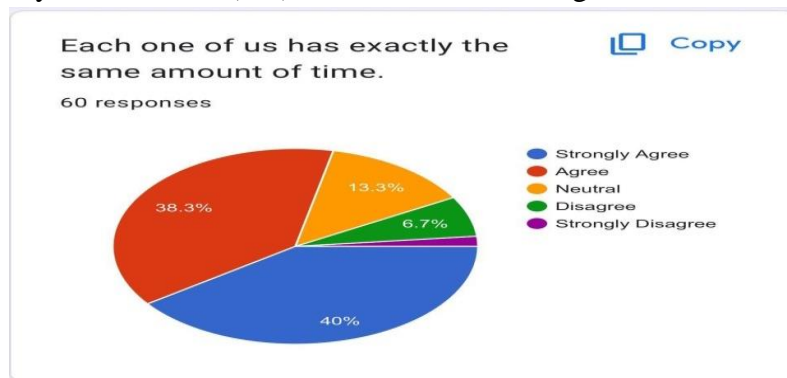
**Sample** -In this study sample consists of 60 teachers and student-teachers secondary schools located in Mumbai region.

**Analysis of Research-** Researcher has tried to analyze the collected data by using percentage statistic as follows:

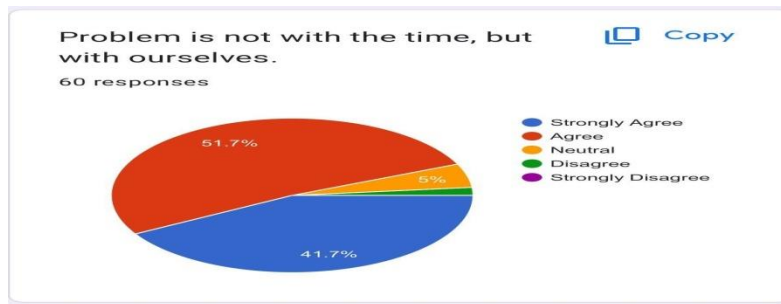
The researcher attempted to use the following percentage statistic to examine the data that was gathered:



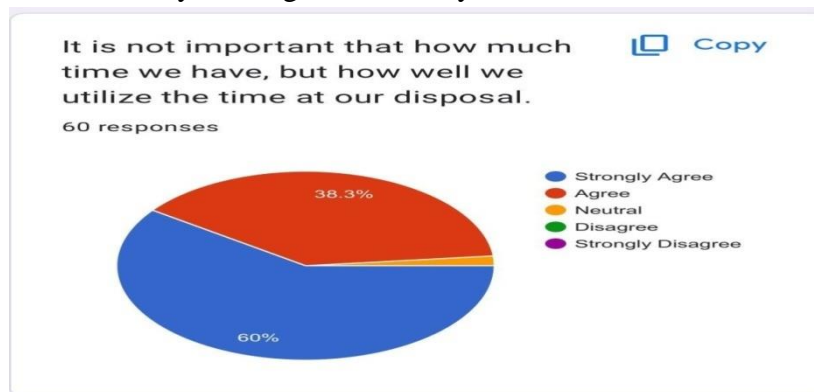
56.7 % of them agreed that time to be a unique resource whereas, 38.3 % strongly agree with this fact. Very few teachers (5%) were neutral and disagree with the same.



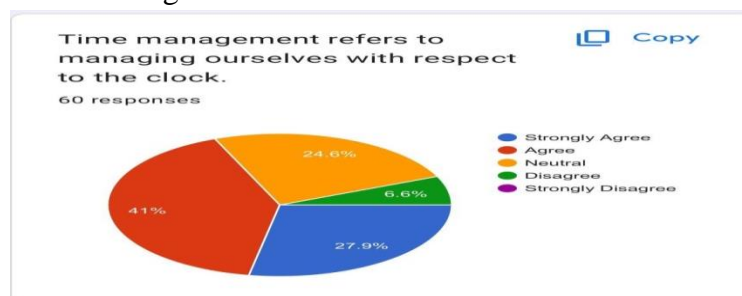
38.3% of teachers think that everyone has the same amount of time, while 40% of teachers strongly agree. Teachers were neutral for the same and disagreed in 6.7% and 13.3% of cases, respectively. 1.7% of teachers strongly disagreed that there is an equal amount of time for each person.



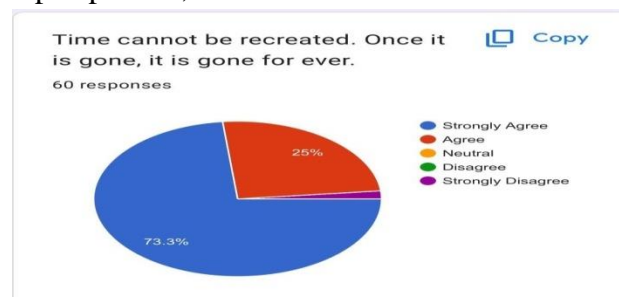
51.7% teachers thought they were the cause of the delay in submitting their work, and 41.7% strongly agreed with the same. It was discovered that 5% of teachers marked their choice as neutral due to confusion. 1.6% of teachers surveyed disagreed that they were the cause of the task submission delays.



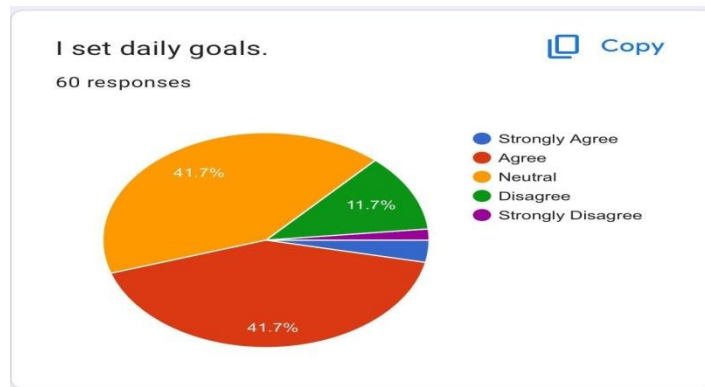
60% teachers strongly agree and 38.3% agree that they perceive time at disposal and the remaining teachers (1.7%) have a neutral thought on the same.



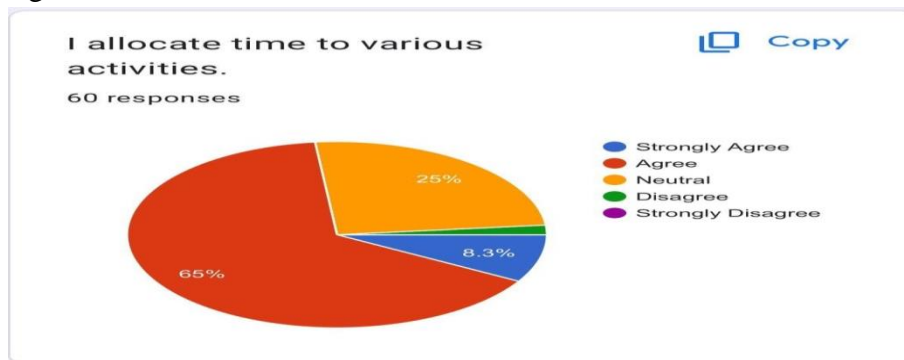
41% of teachers agree and 27.9% strongly agree that time management is about controlling oneself in relation to the clock. While 6.6% of instructors disagree because they may define time management differently or have a different perspective, 24.6% of teachers hold a neutral opinion.



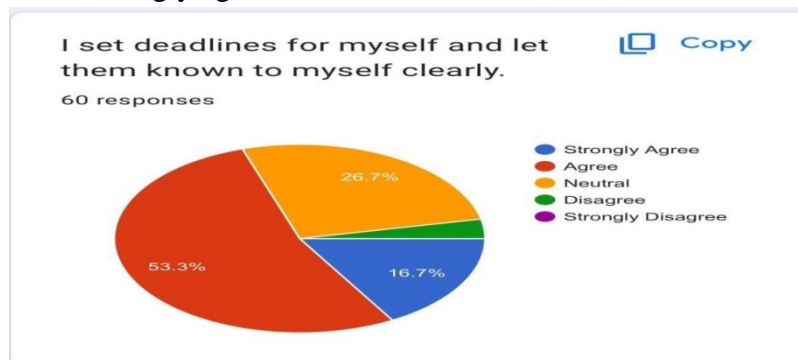
Teachers agree that time cannot be replaced once it is lost; once it is gone, it never comes back—73.3% strongly agree and 25% agree. This indicates that they are aware of this special quality of time.



41.7% of teachers set daily goals because they believe it would help them manage their time effectively. Teachers may set daily goals when they feel that the work is too vital, as indicated by the indifferent response of 41.7% of instructors. 11.7% of teachers don't make daily goals, which may have an impact on their time management abilities.

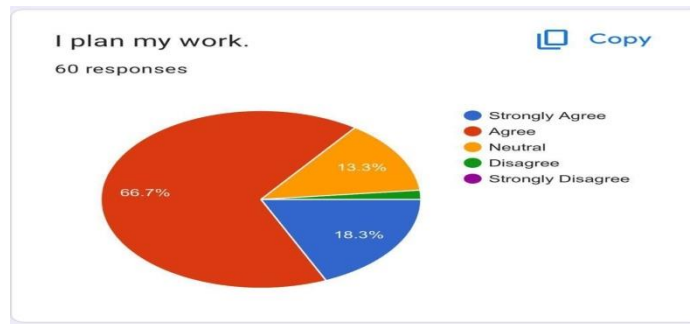


While 25% of teachers provide time to conduct various activities to manage time well practice the same, in some rare circumstances, their response is neutral. 65% of the teachers, allot time to various activities to manage time well; 8.3% strongly agree.

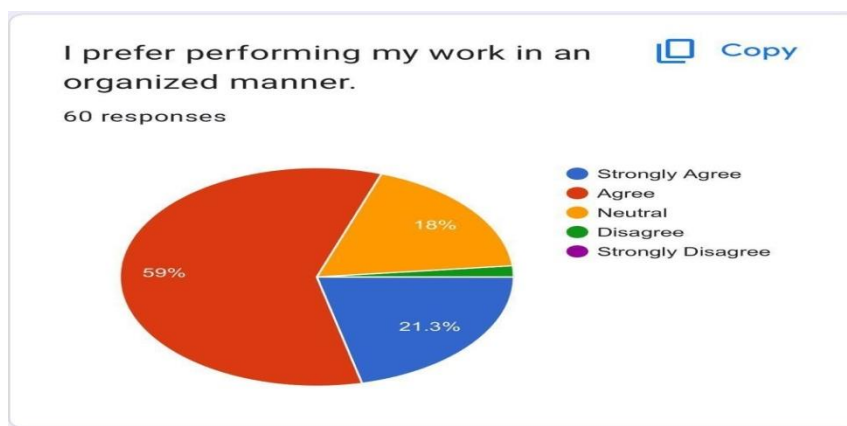


Among the teachers 53.3% agree with setting deadlines for one own self, 26.7% have a neutral view, 16.7% strongly agree on the same. The remaining teachers are disagreeing with the statement maybe because they do not believe in setting deadlines for themselves.

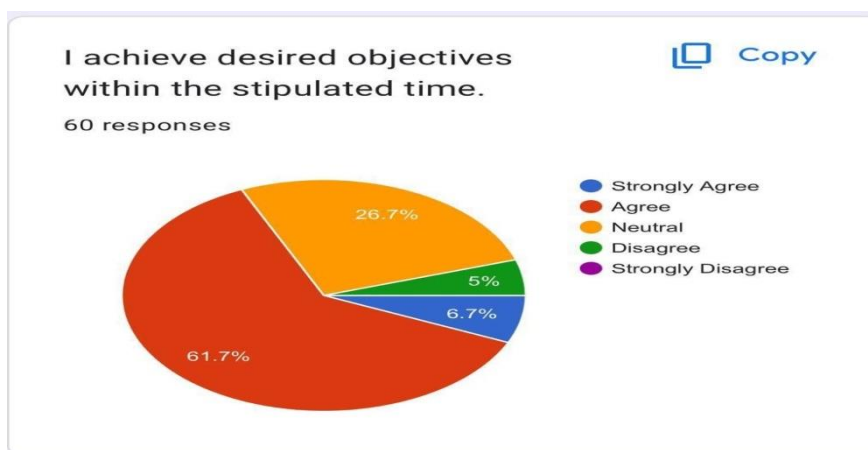
Teachers' opinions on setting deadlines for oneself are divided: 53.3% to supported it, 26.7% are neutral, and 16.7% strongly supported it. Perhaps because they don't think in setting deadlines for themselves, the remaining teachers disagree with the statement.



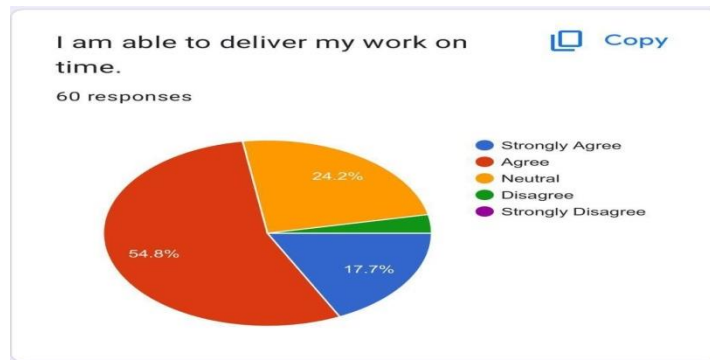
Teachers plan their work 66.7% of the time, and 18.3% strongly agree, indicating that they plan well in advance for all of their work. 13.3% of respondents hold a neutral opinion, while the remainder teachers neglect to organize their workload ahead of time.



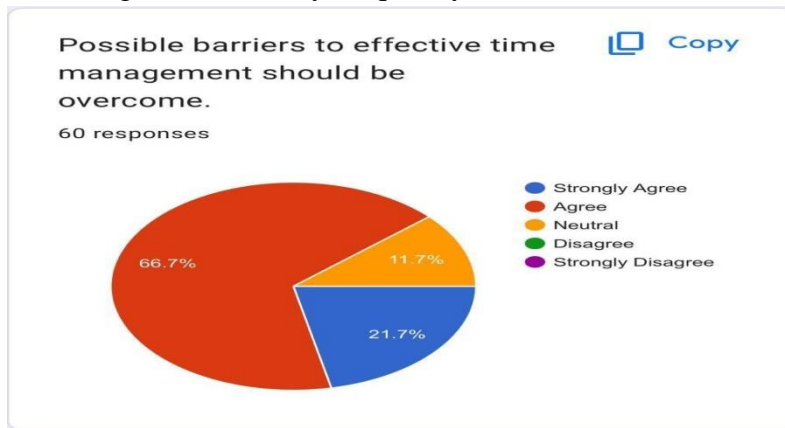
Teachers are a group that prefers to work in this way; 59% of them agree with it, and 21.3% strongly agree. 18% hold a neutral view, meaning that, depending on the difficulty of the assignment, they work in this way only sometimes.



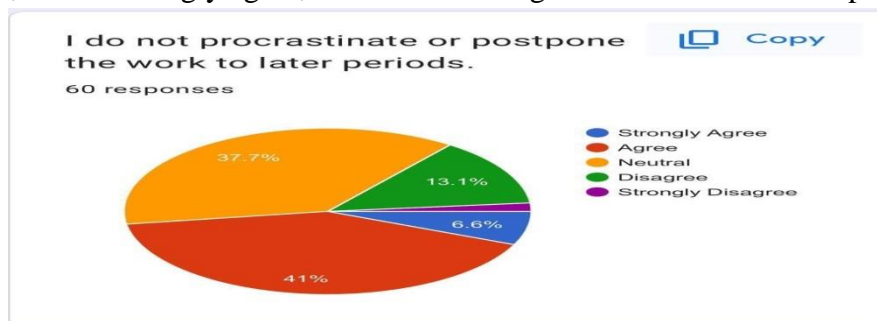
Establishing a deadline for oneself is somewhat related to this statement because reaching the deadline is the essence of achieving the goals. 61.7% of those who strongly agree and 6.7% of those who agree believe that they typically fulfill their goals on time. On the other hand, 26.7% of teachers chose a neutral response, indicating that they seldom achieve their objectives. Five percent of the teachers don't meet their goals in the allotted period, which might be increased with careful planning.



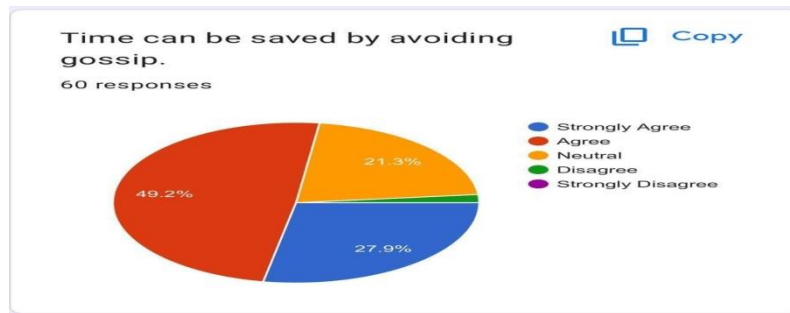
One can tell how well teachers manage their time by looking at their ability to deliver tasks on schedule. 54.8% of teachers agree, and 17.7% strongly agree, indicating that they are good time managers. As 24.2% of teachers hardly ever provide the work on schedule, they were chosen as neutral. The remaining group doesn't agree, hence they frequently don't turn in their work before the deadline.



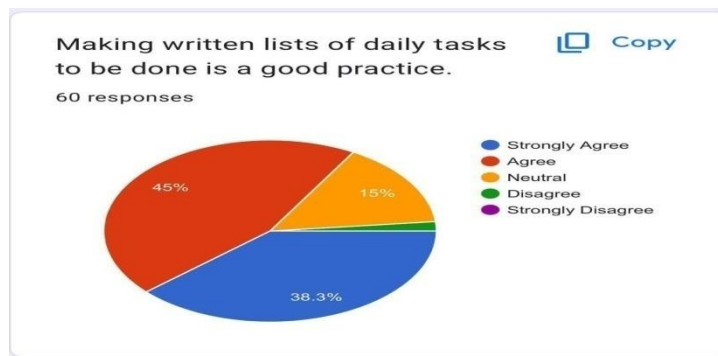
A number of obstacles can prevent teachers from efficiently managing their time. 66.7% of teachers agree with the statement, 21.7% strongly agree, and the remaining 11.7% have a neutral opinion.



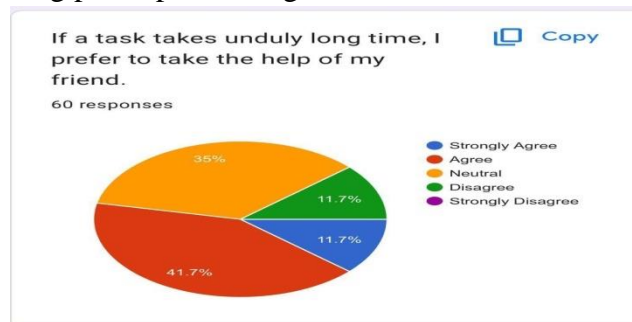
Procrastinating the work is a very big barrier when it comes to time management. 41% of the teachers agree to the above statement whereas, 37.7% of the teachers have a very neutral view. 13.1% disagree with the statement. 6.6% strongly agree with the statement and the remaining respondents strongly disagree with it.



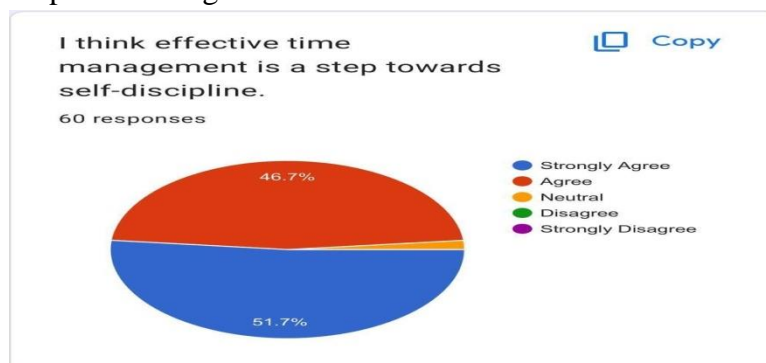
The 49.2% and 27.9%, of teachers who agree and strongly agree that time can be saved by avoiding gossip respectively. While the remaining teachers disagree with the assertion, 21.3% hold a neutral opinion.



Writing down a to-do list is a highly beneficial habit since it periodically helps one recognize what needs to be done to make this statement. 38.3% strongly agree and 45% agree because they might use the same technique in real life. 15% teachers may be infrequently engaging in this behavior because of their neutral response. The remaining participants disagree the same.



A concerning practice is that 41.7% of teachers rely on friends for assistance. Since 35% of people may occasionally need assistance, the neutral alternative was chosen. Eleven percent strongly agree with it, and the remaining eleven percent disagree.





While 46.7% of teachers agree with the statement, 51.7% strongly agree that time management skills are a necessary step towards developing self-discipline. Regarding the same, the remaining teachers hold a neutral opinion.

### Conclusion.

1. Teachers know that time is something that can never be replaced.
2. Teachers thought that the reason their work was delayed for submission was because of them.
3. When teachers are unable to meet deadlines and put off work for an extended period of time, they seek assistance from a buddy, indicating that they have the ability to manage their time well.
4. Achieving self-discipline is a step toward good time management, according to the majority of teachers.
5. Teachers observed that writing down chores on a to-do list is a very beneficial habit since it periodically reminds us of the things that need to be done.
6. Teachers were aware that preparation enables them to turn in assignments on time.
7. If time is used wisely, it can be conserved.
8. Teachers neglect to prioritize and prepare ahead, waiting until the last minute to finish assignments, then they experience more stress.

### Suggestions

- Time management techniques may be taught at teacher training courses.
- Time management techniques may be the part of secondary teacher education programmes. As lesson planning also has positive relationship with performance of teachers so this section of training may also be enhanced.
- Such type of study may be conducted with a larger sample.

### Bibliography

1. Cemaloğlu, N ve Filiz, S. "The Relation Between Time Management Skills and Academic Achievement of Potential Teachers" *Educational Research Quarterly*, 33 (4) 3-23 (2010)
2. <https://files.eric.ed.gov/fulltext/EJ1210299.pdf>
3. The Relation Between Time Management Skills and Academical Achievement of Potential Teachers *Necati Cemaloğlu Sevil Filiz Gazi University*
4. Conran, S. (2002). 'Cost of Stress\*', MT Letters, Management Today, November 14.
5. Drucker, Peter F. (1967). The Effective Executive. New York: Harper and Row.
6. Fleming, I. (2011). The Time Management Pocketbook. 6th edition, Management Pocketbooks.
- Green, Peter and Skinner, Denise (2005). Does time management training work? An evaluation. *International Journal of Training and Development*, 9(2), 124-139.
7. Kerner, H. (2009). Project Management: A Systems Approach to Planning, Scheduling and Controlling. John Wiley.
8. <https://www.happyschool.com.au/wp-content/uploads/Time-Management-for-Teachers-PREVIEW-Pages.pdf>
9. Lakein, Alan (1973). How to Get Control of Your Time and Your Life. New York : New American Library.
10. Mann, S. (2002). 'Working around projects', *Professional Manager*, 11(6), 29.

11. Merrill, Covey S. and Merrill, R. (1994). First Things First. New York: Simon & Schuster.
12. Olpin, M. and Hesson, M. (2012). Stress Management for Life: A Research - Based Experiential Approach. Cengage Learning.
13. Terry, George R. (1964). Principles of Management, 4th ed. Homewood: Irwin