

Exploring Relationship of Time Management with Teachers' Performance

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Abstract

This study was conducted to measure the relationship with teachers' time management techniques and their class performance. Population of the study comprised of Senior School Teachers (SST) of Sahiwal district of Punjab. For measuring teachers' time management techniques a self-developed instrument "Time Management Scale"(TM) was formulated that was piloted on 100 SSTs with Chronbach alpha value.72 and validity was ensured by expert opinion. Instrument was administered personally by the researcher and 420 SSTs were selected by using simple random sampling technique. A positive relationship between teachers' time management techniques and their class performance was found. The study also inferred that teachers' lesson planning technique were very effective for their class performance due to affective time management. It was recommended that time management skills may be included in teacher training programmes to improve teachers' managerial and administrative activities.

Keywords: Time Management, Teachers' Performance, Time Management Techniques, Senior School Teachers (SST).

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Introduction

Time is the most precious thing in the world. Learning about how to effectively manage time is an important skill that someone will need to acquire to be successful in his life. Many researchers have given great importance to the process of time management in every field of life for individuals as well as for whole nation. All the nations that realized the importance of time, they utilized it in a best way and finally became capable to compete the other nations in every field of life. The expectation of success might be increased by appropriately controlling and managing time in an efficient way. One popular text put its importance in following words, our time is precious and abundant, so we pass it, save it, waste it, keep it, buy it, kill it, give it, take it and make it. There are several advantages of learning how to effectively manage time like increasing motivation, eradicating cramming, and acquisition of extra time. Learning about time management is also helpful for minimizing procrastination and reducing anxiety. About the management of time, it is recommended that one should have only one "to do" list at one time, not several lists on separate papers at once.

Time management is particularly important for secondary and post-Secondary school students who have to do exhaustive and severe workloads assigned from schools, getting from employment and from other several activities. All those students having better time management skills, gain higher GPAs. In case of such students, time management is primarily based on preset principles, ideas, practices, experiences, abilities and tools. The time handling activities for the management of school operations includes supervision of instruction and staff related issues.

Time management (TM) is an indispensable element of school organization. It is the art of arranging, scheduling and budgeting one's time to achieve objectives (Mohanty, 2003). Time management is universal phenomenon. It is a process which involves the determination of needs and prioritization of tasks. It is very difficult to control and manage. Most people think that time cannot be control by itself. Time is not a material thing that can be easily handled rather than a man has to leech with its flow. The desire of more free time has been increased from last four to five decades. According to Green and Skinner (2005) time management points a high inconsistency between individual's estimations of time usage and output results.

It is acknowledged across the globe that time management for teachers is more important than any other professionals because they are master of the fate of future generation. As Horng, (2010) and Master, (2013) reported that time management is an important element for teachers' effectiveness and school's results. Two main components of time management are planning and scheduling of work. According to Cheng, Mahlke, Warter, Anik and Hwu, (1994) principals' administration and time management issues are highly related to the performance of school. Ritchie (2002) reported that school improvement requires a special focus of heads on time management.

Time management process is the management of personal needs and aspirations according to their level of importance (Lakein, 1973). As Shahani (1990) concluded there are three time-management skills viz, making priorities and goals, time management mechanics, and preference for organization. In this modern age, time management training is an important aspect of every individual particularly teachers. According to Hall and Hursch (1982) effectiveness of work is deeply related to Personal-evaluation of time management. Such personal evaluation of time management indicates the importance of time management in school organization.

In managing the time, prioritizing the daily tasks is also an effective method of time handling. For this purpose, one should have to separate and categorize his all activities according to their importance. It is more suitable to handle less important tasks intermittently in order to complete the major tasks. It is not suitable to just switch from one big task to another. Such smaller tasks needed a little more intentions and thoughts so that they do not reconsider again in next turn (Whetten, 1995). For most important tasks, suggestion is that do them in your best time. The reason for this is quite clear. This is because most important task requires more energy and the less important tasks require less energy or to finish the intended goals. It is the only thing that makes effective time management tough because individuals should be able to differentiate the tasks and spend their time on important stuffs that they face every day. Individuals should understand that the results of their effort (activities) are not big matters on which they are trying to focus (Chesser, 1994).

Stress is a big factor that affects the time management process. The best way to address this kind of distracter is to ensure that one should do his tasks effectively and efficiently and always try to lessen the hurries of work. As Whetten (1995) concluded two factors, overload of work and lacking in the handling of time, are the main reasons of anxiety and depression. For avoiding the stress, turning the stuffs down and staying committed to the work are the best ways of time saving because in

this way individuals can complete their allotted work in time. Other propositions for effective time use are, a) take short intervals in meetings, b) interact instantly to the others and c) take short and meaningful meetings. This will keep the managers comfortable and usually helps during prolong meetings (Whetten, 1995). During meetings with delegations, it is beneficial to direct the subordinates and give suggestions to the problems. It will help to save time since it distributes the work and give relieves to the managers during the entire decision making process. Another way of saving time is by giving focus on every possibility and avoiding from unconscious interruptions, known as curb interruptions (Lebov, 1980). These interruptions are of 5-10 minutes in lengths and are build-up on each other and have a roll over affect. A common example of this is a drop-in visitor (interruptions). Many people typically gave descriptions like about their last weekend or other happenings with them. Planning, organizing and controlling the different day to day activities may be the only way to get rid from such interruptions. Many people frequently panic when they face deadlines and other time constraints against their targets. This all leads the managers towards procrastination. Many managers faced failure because of procrastination that is fatal habit, also a biggest source of time wastage (Mayer, 1990). People doing things in such way often lead them towards mistakes. People should learn how to be delegated with little tasks that are either not as much important as other.

Time Management Behavior

Planning behavior can be defined as the process of decision making about which tasks are selected and completed with respect to their prioritization and removed all kind of distractions faced by the individuals (Claessens, 2007 Rutte, & Roe, 2004). Management of time in terms of managing behaviors may reflect as specific way of setting of goals for activities. According to Locke and Latham (1990) goal setting habit always enhances the focus, determination and motivation individuals by setting obvious objectives and targets.

Making short rang and long range planning are two important skills of time management behavior. These skills with the collaborations of preferences for organizations are major acting factors that enhance the time management behavior of individuals at higher levels (Tesser, 1991). Planning of short range objectives involves the planning of daily and weekly tasks and activities with respect to their timeframe. Long range planning can be state in terms of planning of different tasks for longer durations (Macan, 1994). Time management behaviours are encompass on following four grounds

1. Time assessment behavior: This behavior is associated with past, present and future orientations
2. Time management and self-awareness: This includes the acceptance of tasks and activities and their responsibilities
3. Planning behavior: Planning like setting goals, task's prioritization and handling the group tasks.
4. Monitoring behavior: It includes the observation one's usage of time during performing activities. This develops a feedback loop that minimize the other interruptions

Time management behavior can be characterizes as worthwhile thing that requires to be managed efficiently and acts as a key indicator of managerial economical edge (Rutte & Roe, 2007). Management of time describes those behaviors that aim at accomplishing an operative time usage in acting on definite life orienting actions (Claessens, 2007). Many professions gave high demands on individuals' time. Britton and Glynn (1989) inferred them as rationally productive individuals; usually possess some extra things that are necessary to perform the tasks within a certain time span. Now such professions become more creative way to complete different job related activities even in the scarcity of time and other resources.

In the perspective of school administration, a little work has studied time management on the other hand relatively a large amount of literature had examined the idea of time managing the organizational level. In developing countries like Pakistan, it is need of time to be adopted a certain type of constructive time management behaviors necessary for institutions and schools and emerging issues and their anticipations for the development of institutions. It will be the effective capacity of administrators' capabilities to promote school improvement programmes. Many theorizers like Epel and Bandura (1999), Carver and Scheire (1998) work on Self-regulation, proposed that individuals can be varying in different aspects related to cognition and motivation which in terms enhancing behavior toward the attainments of certain goals. Highly motivated individuals set some proximal and valued goals and their current position and capabilities make them able to gain these goals. (Zimmerman & Schunk, 2004). These individuals are learning oriented instead of achievement oriented. Moreover, they comprehend that various learning activities require different strategies. Goal setting theory described that the actions of individuals can be directed by conscious control of mind with the help of setting goals (Locke & Latham, 1990). Therefore, everyone can understand the importance of setting goals habit. So, it will act as an effective motivational technique.

Factors of affective Time Management

Effective management of time needs precise techniques and excellent planning behaviors. Literature proposed the proper use of time in effective way results productivity and high efficiency. For this purpose, it is necessary to keep time logs, prioritization of intended tasks and creating to-do lists on a certain work place (Macan, 1994 & Claessens, 2007). Literature described the three widely used factors of good time management in every area of life (Tesser & Britton 1991).

- 1) Planning of Short-duration: It can be defined as the ability of individual to set and organize daily life tasks for short interval i.e. (within a day or week)
- 2) Planning of long duration: Long-range planning can be defined as the capacity of individuals to manage their activities and tasks for a longer period of time (e.g., set achievable targets for a quarter of year or a year).
- 3) Time related attitude: Time attitudes may be referring as personal orientation of individuals towards best use of their time construct that can maintain the agency of their time spent.

Another categorization of good time management is deduced from the study of Britton and Tesser's (1991) that also agrees on commonly accepted schemas of good time management which are based on goal-setting techniques, prioritization of tasks and preferences for organizations.

Time Management vs. Job Performances

The individual that gives great attention to their tasks always shows higher outcomes. Better time management will enhance the worker's productivity and enables them to work in smarter ways (Green & Skinner, 2005). Likewise, Jamal (1984) studied that effective time management reduces job stress and increases the job performance of employees. Claessens (2004) acknowledged that better time management give more control of individual to his time and resultantly decreases the work anxiety and higher the job performance.

Good time management can be proved as a good predictor of other factors that are associated with job performance. All those professionals who have good time management showed lower emotional exhaustion and have less job-related fatigue contributors of time management training also exhibit higher level of balance between work and home (Green & Skinner, 2005).

Time Management Skills

Time management skills are those proficiencies that an individual used to manage its time. These skills are also very important for teachers. Researches showed that time management skills are positively related to intrinsic motivation. Individuals with different natures and characteristics deal in a different way with time management. Time management of people, at different conditions of job-environment becomes personal characteristic (Claessens, 2007). Time management skills are closely related to time management behaviours. Time management skills can have represented as output results of time management behaviour. Teachers having better time management skills are more productive and efficient. Good time management is also a time management skill. Previous researches described it as productive time stockpile (Robinson, Lloyd, & Rowe, 2008; Horng, 2010; Lebov, 1980).

Training for managing time is also very important. There are a large number of institutions and training centers available that are widely used for the training of teachers both at public and private levels in America (Claessens, 2007). The time management skills that are associated with the teachers are the basic elements of his profession. Teachers that are not rushed during class instruction, showed better class performance. The decisions related to time management are important for effectiveness of teachers and school's results (Horng, 2010; Master, 2013).

According to (Robinson & Rowe, 2008) these are some important time management skills are: patience, analysis, flexibility, awareness, information, available time, allocated time, engaged time, academic learning time, pacing, and transition time. Another skill is added by Boniwell (2004) as perceived control over time and perceived control over time is not directly interconnected to human welfare; therefore, it was found that the perceived control over time is independent of the amount of time spent in numerous undertakings which are beneficial to human welfare.

Statement of Problem

Nobody can deny the importance of time management in any sort of activities. Globally, teachers have to perform many tasks and activities for creating an effective and efficient teaching-learning environment. Therefore, usually teachers in Pakistan face failure in appropriate time management skills during teaching sessions. They find a serious constraint to manage the proper time during teaching in order to improve the effective learning among the students. However, this study aimed to investigate time management techniques of teachers and its effect on teachers' performance.

Methodology

Nature of study

The current research was descriptive in nature and was conducted through survey in Sahiwal district in province of Punjab, Pakistan.

Population of the Study

Population of the study comprised on the secondary school teachers of Sahiwal district of province Punjab. (www.schoolportal.punjab.gov.pk). This study includes total 84 secondary schools.

Sampling Procedures

A total number of 360SSTs were selected by simple random sampling technique. The sample included 173 females and 187 male SSTs.. For the collection of data, 5 SSTs from each school were randomly selected and target sample was 420. But only 360 respondents provided complete information according to the requirements.

Instrumentation

Performance of the students was delimited to their academic achievement and was calculated from their BISE (Sahiwal) results. For this purpose, their gazette result 2013 for the subject of English class 10th was used. The performance of the students was determined from their percentage result for the subject of English as per teacher and data of time management was correlated. Moreover, a self-developed questionnaire was used for data collection about Time Management Skills of teachers and demographic variables. Research instrument was made valid through expert opinion. Likewise, it was pilot tested on 100 teachers who were not included in final data collection. Reliability of the research tool was found 0.72.

Hypotheses Testing

H₀ There is no significant relationship between teacher's time management techniques and their performance.

Table 1

Relationship between teacher's time management techniques and teachers' performance

| Respondent | N | Mean | S.D | Correlation (r) | P-Value |
|----------------------------|-----|------|-------|-----------------|---------|
| Time management techniques | 360 | 2.34 | 0.425 | 0.318 | 0.02 |
| Teachers' performance | 360 | 2.49 | .824 | | |

As table No. 1 revealed that Pearson r value (0.318) indicated that relatively low but significant relationship was found between time management and teachers' performance at $p=0.02<0.05$. It is therefore concluded that there exists a significant relationship between teacher's time management techniques and their performance at secondary level.

Table 2

Factors of time management techniques correlation to teachers' performance

| Relationship | Mean | S.D | (r) | P-Value |
|-----------------------------|-------|-------|-------|---------|
| Engage time | 3.17 | 0.375 | | |
| Performance | 2.49 | .824 | 0.128 | 0.009 |
| Prioritization of tasks | 3.03 | 0.432 | | |
| Performance | 2.49 | .824 | 0.643 | 0.562 |
| Setting goal techniques | 4.05 | 1.228 | | |
| Performance | 2.49 | .824 | 0.220 | 0.510 |
| Perceived control over time | 4.13 | 0.342 | | |
| Performance | 2.49 | 0.824 | 0.052 | 0.021 |
| Lesson planning techniques | 2.333 | 0.357 | | |
| Performance | 2.49 | 0.824 | 0.530 | 0.000 |
| Pacing of instruction | 1.37 | 0.484 | | |
| Performance | 2.49 | .824 | .055 | 0.047 |
| Experience | 2.269 | 1.051 | | |
| Performance | 2.49 | 0.824 | 0.077 | 0.014 |

N=360, $p<0.05$

Table No. 2 shows Pearson r value (0.128) is significant at $\alpha=0.05$ as $p=0.009<\alpha=0.05$ for correlation between engage time and teachers' performance. It is therefore concluded that there exists a significant relationship between teachers engage time and teachers' performance. Table 2 also reveals that Pearson r value (0.643) is insignificant at $\alpha=0.05$ as $p=0.562>\alpha=0.05$. It is therefore concluded that there exists no significant relationship of teacher's prioritization of tasks and their performance. Pearson r value (0.220) is insignificant at $\alpha=0.05$ as $p=0.510>\alpha=0.05$. It is therefore concluded that there exists no significant relationship between teachers' setting goals technique and their performance at secondary level. Pearson r value (0.052) is significant for perceived control over time and teachers' performance at $\alpha=0.05$ as $p=0.021<\alpha=0.05$. It is therefore concluded that there exists a significant relationship between perceived control over time and teachers' performance. It was found that Pearson r value (0.530**) was significant lesson planning technique and teachers' performance, at $\alpha=0.05$ as $p=0.000<\alpha=0.05$. It is therefore concluded that there a significant relationship between teachers' lesson planning techniques and students' performance. Pearson r value (.055) is significant for teachers' pacing of instruction and performance at $\alpha=0.05$ as $p=0.047<\alpha=0.050$. It is therefore concluded that there exists asignificant relationship between pacing of instruction and their

performance. Table 2 again, shows that Pearson r value (0.077) is significant at $\alpha=0.05$ as $p=0.014 < \alpha=0.05$. It is therefore concluded that there exists a significant relationship between teachers' experience based time management and their performance.

H₀₂ There is no significant difference between female and male teachers' time management techniques.

Table 3

Difference between male and female teachers' time management techniques

| Variable | Respondent | N | Mean | S.D | t | P |
|-----------------------|------------|-----|------|------|--------|--------|
| Teachers' performance | Female | 174 | 2.44 | .890 | 1.454 | 0.032 |
| | Male | 186 | 2.53 | .758 | | |
| Teaching experience | Female | 174 | 2.27 | 1.18 | .112 | 0.911 |
| | Male | 186 | 2.26 | 0.91 | | |
| Time management | Female | 174 | 1.24 | .426 | -5.376 | 0.000 |
| | Male | 186 | 1.50 | .501 | | |
| Teachers' performance | Urban | 226 | 1.87 | .449 | -1.943 | 0.0453 |
| | Rural | 134 | 1.96 | .396 | | |

From Table 3 shows that t -value (1.454) significant at $\alpha=0.05$ as p -value=0.032 > $\alpha=0.05$ but Cohen's (1988) effect size ($d=0.109$) is less than 0.2. It is therefore concluded that there is a no significant difference of teachers' performance between female and male. Above table indicated that t -value (.112) was insignificant at $\alpha=0.05$ as p value=0.911 > $\alpha=0.05$. It is therefore concluded that there is no significant difference between female and male teachers was there with respect to their experiences. It was also found that male teacher' time management ($M=1.50$, $SD=.501$) is better than female teachers ($M=1.24$, $SD=.426$), t (359) =-5.376, $p=0.000 < \alpha=0.05$. It is therefore concluded that male teachers' time management techniques are better than female teachers. It was investigated that rural teachers' performance was better ($M=1.96$, $SD=.396$) than urban teachers ($M=1.87$, $SD=.449$), t (359) =-1.943, $p=0.0453 < 0.05$, Cohen's $d=0.213 > 0.2$. It is therefore concluding that rural teachers' time management techniques are better than urban teachers.

Discussion

Effective use of time has long been recognized as a crucial factor for success in many different fields and many practical techniques have been devised for improving time management. Important factors studied in researches are perceived control over time, engaged time, setting goals, priorities, time mechanics, pacing, time management behavior and time perspective (present, past and future). In this

research factors like academic learning time, teachers engaged time and time allocation for study are found more effective than other factors. However, in past studies, seven time-management skills or behaviors can be considered essential to effective time management due to their repetitive prominence in the literature: (a) time analysis, (b) planning, (c) goal setting, (d) prioritizing, (e) scheduling, (f) organizing, and (g) establishing new and improved time habits (Barkas, 1984; Hellsten & Rogers, 2009). These factors are directly associated with performance of teachers.

According to Soucie (1986), setting goals technique of time is a habitual characteristic of time management but this research showed that setting goals technique did not related to the performance of teachers in class room instead of that this research focuses on lesson planning technique is more effective than setting goals. Setting goals technique is not suitable for teachers because in this way teachers will teach like a robot to achieve their goals and there will be lack of creativity and innovation in class.

Current research argues that allocation of time for different classroom activities is very effective component of time management. The results of Jordan's (1989) study favors the study at hand by describing that time allocation for activities and tasks will manage the time of individual more productively. Time management is a process in which people completed their tasks more effectively (Schuler, 1979). This study showed the same results as previous studies describing that individuals who have previous time management training also appear to engage more frequently in time management behaviors (Britton & Tesser, 1991; Hellsten & Rogers, 2009; Macan, 1994; 1996; Macan et al., 1990; Orpen, 1993; Simons & Galotti, 1992; Williams, 1995; Woolfolk & Woolfolk, 1986).

Conclusions

The current study investigated that there is a significant relationship between teachers' time management techniques and their class performance. It means the teachers' that have better time management techniques, showed high performance. On the other hand teachers with poor time management skills showed low class performances. It was found that by enhancing the engaged time technique, the class performance of teachers is also enhanced. Moreover, setting goals technique and prioritization of time management techniques did not significantly contribute in performance of teachers. It is also observed that, there is a significant difference of time management techniques of female teachers and male teachers. It was found that

there is relatively high relationship between teacher's lesson planning techniques and their class performance. This study also demonstrated that management of available time is directly related to their class performance. Hence, the teachers, that have better ability to manage available time for their all necessary class activities, showed better class performances. The present study elaborated that there is a direct relationship between experience teachers' time management techniques and their class performance. This study also depicted that the time management techniques of female and male teachers with respect to their professional experience was also different. This difference is gender based and may be due to innate abilities to manage the things and multitasking.

Recommendations

Time management techniques may be taught at teacher training courses. Moreover, time management techniques may be the part of pre-service teacher education programmes. As lesson planning also has positive relationship with performance of teachers so this section of training may also be enhanced. Finally, this study had a little sample size due to financial and time constraints, studies like this may be conducted with a larger sample.

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