CHAPTER VI
CHAPTER VI

SUMMARY AND CONCLUSIONS

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An important concept which he introduced was the "Pareto Principle", which points out that 80 percent of the results come from 20 percent of the time and effort. In addition to self management, to incorporate the management of things, and the management of people. Patterson (1985) expanded the definition of time management.

According to Charlesworth and Nathan (1982), time wasters are things that keep people from reaching their goals most effectively and rob them off their time. Weldy (1974) reported that a group of suburban high school administrators considered (a) too many meetings (b) responding to requests for information, (c) uncontrollable interruptions and (d) conflict resolution as major time wasters.

Research has been done in the area of time management in several dimensions but a study on the actual time management skills of teachers in the dimension of Planning, Review of Time and Action, Organizing, Utilizing, Scheduling, Controlling, and Evaluating have not been undertaken hitherto. Also studies on how teachers kill their time and waste their time are not available. The present study is therefore an attempt to find out the time management practices of teachers.

6.1.1 Objectives of the study

1. To find out the time consciousness of teachers.
2. To find out the time management skills of teachers.
3. To find out to what extent, self imposed factors or time killers are responsible for killing time.

4. To find out to what extent the external factors are causes for teachers' wastage of time - time wasters.

5. To find out the Type A, Type B behaviour pattern of school teachers.

6. To find the relationship between Time Management Skills, Time Consciousness, Time Killers, Time Wasters and their Type A and Type B Behaviour Pattern.

7. To find out the differences if any between teachers in
   i. Time consciousness
   ii. Time management Skills
   iii. Time killers
   iv. Time wasters
   v. Type A and Type B

   with regard to variables
   1. Type of school
   2. Age
   3. Sex
   4. Teaching Experience
   5. Subject taught.

8. To find out if teachers improve in Time Management when Guidance in Time Management is provided.

Chapter IV is a report of the methodology followed for the research study. The present study was conducted in two phases - the first
being explorative in nature and the second experimental. In the first phase
Questionnaires were administered to the teachers of central and state board
of education, also representing male and female teachers of the Government,
aided and Private management schools, to find out the time consciousness,
Time Management Skills, Time Wasters, Time Killers, and Type of personality
of teachers. The total sample was 853.

In the experimental phase of the study the experimental group was
given the time management guidelet to find out whether their time
management practices can be improved if guidance is given.

The data obtained were analysed using appropriate statistical tools
and reported in the V Chapter.

6.1.2 Summary of Findings

6.1.2.1 Findings of the Descriptive Analysis

1. Time Consciousness of teachers was found to be quite high.

2. Time Management Skills of teachers were found to be
   satisfactory.

3. Teachers were found to kill time to a large extent.

4. Teachers were found to waste time to a large extent.

5. Majority of the teachers belonged to the AB Type of
   Personality.
6.1.2.2 Findings of the Correlational Analysis

1. Time Management Skills have been found to improve as time consciousness of teachers increased.

2. As Time consciousness of the teachers increased the time killers of teachers decreased.

3. As the Time Management Skills of teachers increased the time wasters decreased.

4. Practice of Time Management Skills has an increasing trend towards B1 Type of Personality.
   The trend could be summarised as A1 < A2 < AB < B2 < B1 Score of Teachers decreased.

5. As the Time Management Skills of teachers improved the time killers decreased.

6. Prevalence of Time Killers has a decreasing trend towards B1 Type of Personality.

6.1.2.3 Findings of the Differential Analysis

1. Teachers of Private schools have been found to be more Time Conscious than teachers belonging to Aided or Government schools.

2. Male teachers have been found to be more time conscious than female teachers.
3. Time consciousness of teachers is the highest in the age group of 40-50 years, and the lowest in the Age Group of 20-30 years.

4. Time Consciousness of teachers is highest amongst the teachers having 6-15 yrs of teaching experience and lowest among the <5 years of Teaching Experience.

5. Teachers teaching science subjects have greater Time Consciousness than teachers teaching arts subjects.

6. Teachers of private schools have better Time Management Skills followed by Aided and lastly the Government schools.

7. Male teachers possess better Time Management Skills than female teachers.

8. Time Management Skills were found to be highest in teachers in the age group of 40-50 years and lowest in the Age Group of 20-30 years.

9. Time Management Skills were found to be highest in teachers possessing experience of 6-15 years and lowest in teachers possessing Experience of >5 years.
10. Teachers teaching science subjects had better Time Management Skills than teachers teaching arts subjects.


12. Presence of Time Killers was higher in male teachers than in female teachers.

13. Presence of Time Killers was highest among the age group of 20-30 years and lowest among the Age Group of 40-50 years.

14. Time Killers were also found to be highest among teachers having less than 5 years Experience and lowest among teachers having more than 15 years Experience.

15. Time Killers are less prevalent in teachers teaching science subjects than teachers teaching arts subjects.

16. Teachers teaching in Government schools ranked highest in the presence of Time Wasters.

17. Time Wasters in male teachers were higher when compared with their female counterparts.
18. Time wasters were found to be prevalent maximum in the age group of above 50 years.

19. The teachers having > 15 years experience were more affected by Time Wasters.

20. Time Wasters were more prevalent among teachers teaching arts subjects than teachers teaching science subjects.

21. Time Consciousness of teachers in relation to the personality type ranked as followed $A_1 > A_2 > AB > B_2 > B_1$

22. Time Management Skills of teachers in relation to the Personality Type ranked as follows. $A_1 < A_2 < AB < B_2 < B_1$

23. Time Killers in relation to Personality Type ranked as follows $A_1 > A_2 > AB > B_2 > B_1$

24. Time Wasters in relation to Personality Type ranked as follows $A_1 > A_2 > AB > B_2 > B_1$
6.1.3 Effect of Guidance

1. Time Management Skills improved on providing guidance to teachers.

2. Time Killers and Time Wasters were reduced on providing guidance.

6.2 IMPLICATIONS OF THE STUDY

6.2.1 Setting of Goals and Objectives by Teachers Based on the Expectations of the School

Teaching is a purposeful activity and not a daily routine. Therefore, for teaching to be more effective and also for the teacher to be more clear of the purpose of her activity, goals and objectives have to be set by the teachers. These should be based on the expectations of the school. Only then can activities be planned and time be apportioned accordingly, to each activity. This clarity of perception would help in increasing the time consciousness, of teachers and also their time management skills to achieve their targets.

6.2.2 Improvement of the school administration

It has been observed through the present study that the teachers in the private schools ranked high in their time management skills when compared to their counterparts in the Government or Aided schools. This
shows that the school administration system has to be improved. Supervision of teachers by the authorities is a very important factor. This would help the teachers to be more cautious in their attitude towards work. Better training and orientation programmes for teachers would help them be more effective managers of time. Such programmes could be introduced in the schools especially in the Aided and Government schools. Incentives and awards from the school management would also help the teachers to improve their performance and indirectly their time management skills.

6.2.3 Channelising of Time Consciousness of Teachers for Improving Time Management Skills

It has been found through the present study that the time consciousness of teachers was quite high and therefore efforts should be made to channelise this time consciousness for improving the time management skills of teachers. Many of the teachers are time conscious and try and attempt to follow the time management skills, but a very few of them act fully to achieve success. Proper incentive, guidance and supervision would help in improving, the already existing Time Management Skills in teachers.

6.2.4 Creation of a Proper Organisational set up in the School to avoid Time Wasters

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 this teachers sometimes are endowed with excessive administrative work, like maintaining attendance records, writing consolidated mark sheets, selling tickets for various funds, organising sports programmes and quite often acting as substitute teachers. These 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.

6.2.5 Reduction of Time Killers by Teachers

Time killers are self imposed factors and therefore are within the control of the individual. The will of the individual should be strong enough and he or she should check for himself or herself as to how time is being killed. The present study has revealed that the major time killers among teachers are spending time generously for others, leaving tasks unfinished, enjoying gossiping, unable to say 'no' to requests made by superiors or colleagues, and accepting too many responsibilities. A daily personal check by the teachers on the time wasters and time killers they are affected by, would help them to be more cautious and thereby avoid them. As the present study has shown, the reduction of time killers and time wasters and increase of time consciousness among teachers would help in improving time management skills.
6.2.6 Improvement of One’s Personality

The present study has shown that teachers belonging to the B1 type of personality kill time and waste time to a lesser extent than the teachers belonging to the other personality types. And also it has been shown that the teachers of the B1 personality type have better time management skills. But almost 70% of the teachers belong to the AB type of personality. They are neither very aggressive nor very indifferent. Efforts could be made by teachers to gain the characteristics of the B1 type of personality which leads them to be calm and unhurried about activities, able to wait calmly, taking up one activity at a time, possess better listening skills, easy going, undisturbed and unruffled but yet be conscious of the goals and objectives set.

6.2.7 Improvement of Planning Practices of Teachers

It has been found through the present study that there are a lot of pitfalls in teacher planning practices. Teachers should plan activities in terms of wide angle planning and telescopic planning. According to Mackenzie (1972) this process can be compared to looking through a camera with two kinds of lenses - a wide angle lens and a telescopic lens.

Wide angle planning gives a large picture. This is when one re-thinks his long range goals and establishes short range objectives for them. This constitute time to reminisce on the past, to learn from the mistakes and build on success. It’s time to explore ways to increase one’s personal
contribution's goal. It's also time to increase one's professional awareness through study and reading of literature related to one's field.

Telescopic planning zeroes in on specific problems and tasks and this constitutes time to plan the day. Using the daily work organiser, think through the problems and schedule time for various activities. A quiet hour has to be established sometime during each work day and next find a place to do the telescopic planning.

Undoubtedly better planning practices would lead to better time management in school teachers.

6.2.8 Improvement of Teaching Methods

The teaching methods could be improved in the schools by judiciously shifting from age-old traditional methods to more effective modern methods. For example, time could be saved by utilization of overhead projectors to depict diagrams, derivations, important data, tables and charts instead of using the traditional chalk and board which is very time consuming. Two sections of the same class could be 'combined, and seminar topics can be given to students, for presentation. The overall summing up and binding up of different aspects of the seminar could be done by the teacher. This leads to time saving, novelty and also effective teaching through effective participation. Audio visual aids, and group activities can be encouraged for better time utilisation.
New methods for evaluation of homework, examination papers, routine work of maintaining records should be introduced which are simple. This could lead to apportioning more time for the student rather than in routine tasks which depress the teachers' psyche.

6.2.9 Guidance and Supervision for Teachers

The second phase of this study, which is experimental in nature has proved that there exists a significant improvement in the time management practices of teachers when guidance was provided. Therefore, guidance and supervision for teachers would go a long way in improving their time management skills. A small guidelet to the teachers regarding how to plan, schedule, execute and evaluate their actions could be provided, along with a list of the common time wasters and time killers they encounter in their day to day life. This could serve as a personal guide to the teachers. Special orientation programmes could be conducted and guidance given to the teachers in this regard. Supervision of the teachers by the higher authorities, appreciation and incentives offered to the teachers could also help in improving time management skills.

Teachers could be trained in maintaining time control chart, time logs and activity schedules.
6.3 RECOMMENDATIONS OF THE STUDY

1. Teacher training programmes should place more emphasis on time management and organizational skills.

2. Schools should provide in-service training in time management and organizational skills.

3. Opportunities should be provided to the teachers to share time saving techniques.

4. Higher authorities should play a greater role in helping teachers become better time managers.

5. Teachers and principals should work together to:
   a. Make meetings more productive
   b. Identify productive areas
   c. Limit the negative efforts of interruptions
   d. Gather resources that teach time-management skills.

6.4 SUGGESTIONS FOR FURTHER STUDY

1. Each of the time managerial skills like Review of Time and Action, Planning, Scheduling, Utilizing, Organising, Controlling and Evaluating, can be studied in depth, among the teaching community. The lines on which the present
study has been done could be extended to a different sample in different areas and thereby a wider perspective could also be included to increase the purposiveness of the research.

2. Teachers are always under severe stress and this definitely has an effect on the way they manage their time. Therefore studies could be done to find out the effect of stress on time management practices.

3. The effect of socioeconomic factors on the time management practices of teachers could also be studied.

4. A detailed study of the effect of personality type on the time managerial practices of teachers would be of great help.

5. Exclusive studies could be conducted to see the effect of guidance on time wasters and time killers among teachers.

6. Role of effective communication in improving time management practices could be studied.

7. The role of effective delegation could also be studied to improve the time management practices of teachers.
CONCLUSION

Teachers face challenging hurdles in their time management routines. Successful teachers acknowledge that "time management is self-management" in discharging duties in the many roles they play. The study makes a strong recommendation to all teachers to improve their time-management practices, not only to witness the fruits of Schooling, but also to march towards prosperity in life.