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CHAPTER 1

INTRODUCTION

Time management, perhaps more than anything, is one skill that all professionals and nonprofessionals need to learn. Time is precious and he who knows the art of managing his time will be successful in life. Whether engaged in business or a profession or a service. The key to time management is being aware of which activities are most likely to yield the most important outcomes.

An individual lands himself in many critical situations by not being able to manage time, being constantly under tension, being in its wake, many problems like high blood pressure, Cardiac trouble, ulcers, etc. The technique of time management helps him to identify his time wasters, and learn how to cope in tricky situations. These techniques of time management go a long way towards helping one in avoiding critical situations confidently. As the quantity of time is constant, the quality of time can always be improved upon, in order to obtain the maximum utilization of time.

Another important factor that underscores the need for time management techniques is to realize that time is not adaptable. One has to consciously adapt and change oneself in order to be time effective. This technique helps one to analyze one's personality and habits. One does not generally realize that the seeds of time wastage are embedded in his/her behavior. Personality traits like perfection, procrastination, personal
disorganization, etc., contribute significantly to time wastage. Not being able to say "NO" is a trait in people who do not want to offend anyone, and as a result end up doing other people's jobs. Personality factors are internally generated and can be controlled to a large extent. With time management techniques, one learns firstly, to analyse one's own shortcomings, and secondly to control such behaviour. As a matter of fact, as against "external" time wasters over which one has little control, "internal" time wasters are to a large extent in one's control. Time management teaches one to manage oneself.

One should understand what time is? What management is? What is time management, and the significance of the study.

### 1.1 WHAT IS TIME?

What is it that life is made of? What is it that waits for none? What is it that drives man to act? What is it that is infinite? What is it that turns a man's hair grey and wrinkles his face? What is it that cannot expand? What is it that is most precious and forms the heart and crux of human activity? The answer is "TIME"; Of all the precious things in the world, time is the most precious. One may be prepared to offer any amount of money to buy whatever comes in one's way, but no amount of money can be paid to ever get back the time that has already been spent. Time can be compared to the waters of a river, which cannot be retrieved, once they have flowed into the ocean.
There are no final, fully satisfying definitions of time, partly because the subject permeates so many aspects of life, but also more importantly, because every generation reinvented time. Time has its own history, and just as each generation rewrites its own history, so also each generation adapts its understanding of time to suit changing circumstances. The question "what is time"? is as old as "time" itself. Someday, one may find a definition that suits everyone once and for all, but until then time exists only in relationship to the ways it is experienced.

1.2 WHAT IS MANAGEMENT?

In general terms the concept management may be said to be a planned activity directed towards accomplishing desired ends. It involves the weighing of values and the making of decisions. Early man managed, but as life gradually grew more and more complex, the methods he used became more refined. In today's modern technological environment, where situations are complex and highly flexible, where many choices are possible, and where values change rapidly one must depend on reasoned ways of accomplishing results.

In management, as well as in other areas of learning, the capacity of the scholars to challenge traditional and deeply ingrained patterns of thinking plays an important role in the discovery of new knowledge. The views of other disciplines are now being drawn upon, in the consideration of general and specific management problems. Indeed, a re-structuring of fundamental
knowledge about the management process, appears to be taking place, in part at a philosophical level. This conceptual restructuring of man's experience relates to his personal activities as well as to his organizational endeavours and in either case it constitutes a re-arrangement of managerial concepts and principles.

From this restructuring of management ideas, a basic philosophy of human action and human decision making is emerging, as one destined to find its proper place as a core discipline that will provide foundation and direction for all branches of learning that can be properly classified as science and arts.

1.3 WHAT IS TIME MANAGEMENT?

Time management is about setting clear priorities for oneself and making sure to achieve them. It recognizes that time is a limited resource. So one has to make choices. Above all, it recognizes that time is a wasting resource; when its gone, it's gone. Three key words can help one achieve better management of one's time. They are knowledge, choice and time.

i. One needs to clearly know what one needs or wants to do.
ii. One needs to make a choice about which of these to do.
iii. One needs to arrange a time to act on one's choice.

Time management essentially, is the ability to crystallize priorities and to apportion time to achieve them.
1.4 RELEVANCE OF TIME MANAGEMENT TO SCHOOL TEACHERS

The teacher occupies a very important place in society. In the vedas it has been said "Gurur Devo Bhava" meaning Guru (teacher) is verily God. An ideal teacher is an embodiment of all human qualities. One of the most comprehensive summaries of the qualities essential to success in teaching was "A teacher should possess a high degree of adaptability, must be attractive, possess breadth in interest, must be extremely careful (accuracy), considerate, co-operative, must possess a high level of dependability, be very enthusiastic, fluent, have the ability to judge, must be healthy, honest, industrious, must be a leader with magnetic qualities, must be progressive, prompt, inculcate refinement, be scholarly and absolutely under self control." It is very difficult to give a complete list of qualities desired in a teacher. Almost every positive adjective may have to be incorporated, such is the high esteem with which the teacher is regarded.

The tasks of a modern teacher are challenging. The teacher has to be a role model for his/her students. The role of women teachers is even more challenging. The teacher's job, as most of everyone perceives is not an 9 to 5 job. It is infact a job wherein he or she has to consciously act all through the day. She or he is expected to be exemplary at home, on the streets, in the classroom, out of the classroom, at get-togethers and wherever on earth it may be. Apart from the moral code of conduct which the teacher is supposed to completely assimilate in himself or herself, he or she has to be scholarly and
up-to-date in academic matters. In fact one could say that it is a boon for oneself to be a teacher for, it brings about the all round development of an individual and the blossoming of human excellence.

The teacher is supposed to discharge his or her activities in so many roles. He or she is constrained by the factor 'Time'. There’s so much to do but when to do? It is here that the principle of time management has to be followed. Management of time is essential not just for professionals and managers but for every individual who desires to achieve success. And here, when a teacher is expected to play a multi-dimensional role and pose a model to the society, shouldn’t it be agreed that management of time is of utmost importance to a teacher?

1.5 NEED FOR THE STUDY

Time has become a constant source of concern and the ways and means of managing this irreplaceable commodity has become relevant today for teachers. Therefore time is not the problem but rather how one utilize 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 overcommit 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 should be doing.

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

Teachers are often the first line of communication for the school organisation. This may be in the form of programme reports, telephone calls or in direct conference with the parents. Teachers have the management responsibilities, they are planning, organizing, scheduling, utilizing, controlling and evaluating. The tasks seem to be endless.

Teachers often spend countless hours on job related tasks outside the physical confines of the school. Such efforts may cut into 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.

1.6 OBJECTIVES OF THE STUDY

The study aims to find out the time management practices of teachers with the following objectives.

1. To find out the level of time consciousness of school teachers.

2. To find out the extent of time management practices of school teachers, in using the following time management skills.

   a. Reviewing Time and Action.
   b. Planning Actives.
   c. Scheduling Activities.
   d. Utilizing the available time.
   e. Controlling time.
   f. Evaluating one's own activities.

3. To find out to what extent the following self-imposed factors of teachers are causes for killing time.

   a. Teachers' personal Disorganization.
b. Teachers' Experience of Time Pressure.

c. Teachers' Inconsistent Behaviour.

d. Teachers' Inefficiency.

e. Teachers' Frequent Absenteeism.

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

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

6. To find the relationship between time management practices and (Time consciousness, Time management skills, Time killers, Time wasters) 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

   Independent With regard to the following variables.

   a. Type of School
   b. Subject Taught by the Teacher
   c. Their Teaching Experience
   d. Age
   e. Sex

8. To find out if teachers can improve their time management practices when guidance is given.
1.7 SIGNIFICANCE OF THE STUDY

Research in the area of time management has been done in several dimensions but a study on the actual time management skills of teachers in the dimensions of Planning, Review of time and Action, Scheduling, Utilizing, Controlling and Evaluation has not been undertaken hitherto. Also, studies on how teachers kill their time, how teacher's time is wasted are not available. Hence the present study is a worthwhile attempt to find out the time management practices of teachers.

Although most people hear about wastage of time and just as much about organizing it, too few of them take any positive steps. Teachers are complex human beings and the conditions under which they work reflect a diversity that defies generalisation. The more they realise that time is a constant source of concern, the less apt they are to grow frustrated or to be unprepared. It is precisely because teachers' time is of such supreme importance, that time killers and time wasters deserve their special attention. Inspite of its preciousness and vast potential, teachers waste nothing quite so thoughtlessly as time.

Activities of teachers which prevent them being in control of their time are described variously as time problems, time wasters and time killers. The words that capture the flavours of daily life for teachers are interruption, uncertainty and fragmentation. Time management, perhaps more than anything is one skill a teacher needs to learn.
The aim of the study is to encourage teachers to increase their awareness of time and how they use it to satisfy the objectives they wish to pursue and to plan their time to ensure that the most important are given the highest priority. The different perceptions and attitudes would materially affect or influence the way in which the teachers would approach their work, and in particular the management of their time.

With this aim in mind, the present study attempts to answer some of the following research questions.

1. **How do school teachers perceive time?**
2. **What are some of the significant time management practices of school teachers?**
3. **Do teachers experience time management problems?**
4. **What are the activities in which the teachers waste and kill their time?**
5. **Does personality behaviour have any relationship with time management?**
6. **Can time management practices be improved?**

**1.8 DEFINITION OF TERMS**

There are numerous functional definitions in use today, but for the purposes of this study the following terms are used throughout for consistency of meaning.
MANAGEMENT has been defined in many ways but perhaps the commonly accepted definition is "getting things done through people". A more precise definition would be "achieving objectives through others".

TIME is perhaps the most elusive term in all of management. Webster's definition: the period during which action or process continues.

TIME KILLER is an activity which kills one's time. Time killers are self-imposed. The teacher consciously performs certain activities knowing fully well that they are irrelevant or not appreciated.

TIME WASTER is an activity which may be relevant or irrelevant but compelled to be performed. The teachers cannot resist but do those activities they are compelled by authorities or the environment imposes their time wasting.

TIME MANAGEMENT is not the managing of time itself, but the managing of one's activities with respect to time. The same management skills needed to manage others - Planning, Organizing, Utilizing, Scheduling - are abilities needed to manage oneself in relation to time. Time management practices include knowing where one's time goes, time management skills, time consciousness, overcoming time wasters and avoiding time killers.

TIME MANAGEMENT PRACTICES involves possession of Time Consciousness, practising of Time Management Skills like Review of Time and
Action, Planning, Organizing, Scheduling, Utilizing, Controlling and Evaluation

and limiting Time Wasters and Time Killers.

1.9 RESEARCH DESIGN

The study ‘Time Management of Teachers’ was conducted in two phases, the first is exploratory in nature and the second experimental.

SAMPLE

A sample of 853 Aided, Government and Private Higher Secondary School teachers of science and arts subjects, belonging to both sexes in the Madras city were constituted the sample.

**Tool I:** ‘Time Consciousness Inventory’ to measure the time consciousness of teachers.

**Tool II:** ‘Time Management Skills’ questionnaires to diagnose the time management skills of teachers.

**Tool III:** ‘Time Killers’ scale to find out the activities of teachers that kill their time.

**Tool IV:** ‘Time Wasters’ Inventory to find out those activities that are responsible for wasting teachers’ time.
**Tool V: 'Time Control Chart'**. In which the teachers record the activities to be done according to priorities.

**Tool VI: 'Time Management Guidelet'**. A tool that guides teachers to plan time and avoid time wasters and time killers.

**Tool VII: Howard I. Glazer's 'Type A Personality test'** to classify teachers on Type A and Type B personalities.

1.10 **ANALYSIS**

In the present study tool wise descriptive analysis, differential analysis, correlational analysis and factor analysis were done.

1.11 **STRUCTURE OF THE THESIS**

**CHAPTER I** Introduces the concept of Time Management, the significance of the study stating the objectives and research design.

**CHAPTER II** outlines review of pertinent literature, the research which has led to the present state of knowledge in areas relevant to time management practices and Type A and Type B personality.

**CHAPTER III** describes a number of theories and approaches to the identification of time management practices including Type A and Type B which appears relevant to this research.
CHAPTER IV outlines the design of the study, sample selection process, construction of the questionnaires, description and administration of the questionnaires to the sample.

CHAPTER V describes the study conducted among higher secondary school teachers in which analysis of results have been derived from the sample scores.

CHAPTER VI contains the summary, conclusions and recommendations, reviews the findings of the research, states what conclusions have been reached. These lead naturally to pointers for further study arising from the gaps revealed in the research.

APPENDICES containing supplementary information are numbered to correspond with the chapter to which the information refers.