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CHAPTER III

THEORETICAL PERSPECTIVE

3.1 INTRODUCTION

This chapter gives an insight to the readers about theoretical discussion on the concept of time, the types of time, theories of time and techniques of time management such as Planning, Organizing, Delegating, Controlling, Communicating and Decision Making.

It also enlightens one about the role of a teacher, what are the exact areas where time management is needed and how to manage time. It highlights the necessity of time management for school teachers.

In a nutshell the chapter gives a theoretical perspective of Time Management for school teachers and arrives at a conceptual framework for the study.

3.2 IMPORTANCE OF TIME

3.2.1 The many meanings of time

Since time immemorial, man has memorialized time. In the figure of ‘Father Time’ it has personalized time and ascribed to it a unique timelessness. On the other hand, by saying ‘time heals all’, one should attribute to time the quality of a force as a powerful as an immutable law of
nature. There may be a time and place for all things. And for certain critical events, it seems that timing or timeliness is the crucial element. In observing that 'time marches on' one should acknowledge the relentless, inexorable movement of time, its timelessness. Yet a moment in time of surpassing import may be caught by the phrase 'when time stood still?' Thus one should see that time has many faces. It has come to mean many things.

Down through the ages man has recorded the passage of time. First, the shadow on the sundial, then the sand in the hourglass, now the measure of time. Invincible, irrevocable, Plato called the time the image of eternity.

3.3 THEORIES OF TIME

It is useful at this stage to describe and compare two different views of psychological time.

ORME: In a survey time of phenomena in time experience, Orme (1969) included precognition, (which he related possibly to precognitive experience), mystical experiences, sleep and waking (especially ability to wake up at a specific time), and Hypnosis. He concluded that "the association between awareness and time appears to be a constant one. Furthermore, a variety of phenomena are clearly involved. Certain of these phenomena are so complex that it is extremely difficult to find explanations for them within the framework of commonly accepted views on the nature of time".
AN ORGANISM IN ORME'S SPACE - TIME FRAME WORK
(Adopted from Orme (1969), Fig 8.3 P.159)
He suggested that the evidence was tilted towards the validity of precognitive phenomena. Reporting results from a variety of experiments on time estimation, duration or awareness, and time localisation among others, he observed that many of the findings could reflect an introversion - extroversion variable, although many of the studies reported conflicting results. Orme made clear in this connection his disenchantment with pencil and paper personality tests.

Discussing different philosophical views of time, Orme regarded the present as the only reality; the past ceased to exist, leaving only a residual effect on the present and the future could only be inferred from the data of the present. He next supposed that it was a property of organisms that they possessed an extension in time covering their life span. This he represented in a fixed position with respect to a time axis, with a single movable space axis. This space-time framework for the organism constituted a permanently existing field of force, regardless of the particular location of the present.

Orme postulated that memory was simply communication from the past to the present, which would also apply to learning; what is more novel is the description of precognition, and also anticipation, as communication from the future. While in normal waking life one is attentive to the present and its problems, in states of reflection, sleep or hypnosis, he suggested that communication from the past and the future would become dominant.
On this model, all of a person's past is at least potentially available, which accords with Freud's view that past experiences are all registered, even if not immediately recallable. In discussing possible applications of this model, Orme instanced selective loss of memory following an injury to the head, it could be explained as interference with the transmission of information from the area surrounding that event. While Orme quoted several instances from abnormal psychology, the model has utility also in understanding normal experience. An example is the fact that performance is related to the amount of previous performance of the same skill; each performance can be described as contributing to the total information available for reception at a later date. It is not only in its explanatory power in respect of education and training that the model has a bearing on the development of managers. The capacity to anticipate, and the imaginative and creative skills which are useful in all kinds of planning activity can on this model be thought of as information from the future.

DOOB:— In what was probably the most comprehensive treatment of the psychology of time since Fraisse's Psychology of Time (1964), Doob (1971) reviewed research in the field and provided a unified approach to the subject. The book was the result of looking searchingly at the whole behavioural universe in order to locate significant factors. Doob made the point that these factors might, but need not, exert tremendous influence on temporal behaviour and therefore termed the factors 'potentials'. The inter-
relationships between the six groups of potentials are shown on the
diagrammatic representation of his taxonomy by the linking arrows.

In the central box in the diagram is the set of general tendencies
‘embedded in the individual’ which he termed ‘behavioural potential’,
described in terms of recollecting, experiencing, anticipating. Elements of
‘behavioural potential’ are: culture, (use here in the sense of a personally
acquired culture); personality, including intelligence and skill as well as
temporal perspective; and biochemical processes, including the individual’s
age as well as the biochemical clock. ‘Temporal potential’ includes a more
specific set of potentials: temporal motive, which has to do with the
significance of the moment or interval with regard to the goals being pursued;
orientation or perspective, which refers to past, present or future, and whether
temporary or enduring; temporal information which includes both the set of
data concerning hour, date, age etc., and beliefs and attitudes evoked.

This total potential, made up of temporal and behavioural aspects,
represents the individual in contact with an environment which acts as a
stimulus. The four surrounding boxes indicate four detailed groups of
potentials which follow the sequence: stimulus; perception of the temporal
content of the stimulus, primary, or immediate and spontaneous, judgement;
and secondary judgement, which results from consideration on the basis of
experience. (In Doob’s original diagram each of the four surrounding boxes
contains a set of three interacting components; this refinement is unnecessary
for the appreciation of the whole model). At each stage in this peripheral
sequence the reversible arrows indicate recurring reference to the set of central potentials.

3.3.1 The Models Compared

Doob's model presents an interesting contrast with that of Orme. In the case of Orme the focus on the present can be regarded as emphasizing that temporal decisions need to be made with all the available information, and these decisions are made in the present. The simplicity of the Orme model is in sharp contrast to the Doob model, which emphasizes the complexity of the stages through which a person passes in translating a stimulus into readiness for action. In effect, the large number of interacting components represent informational sub-headings which all make a contribution to the readiness of the person to make a temporal decision.

A feature of Doob's hypothesis is its neutrality. Many theories, particularly those based on the work of Freud or Jung, suggest that tendency to behave in a certain way is likely to accompany a particular combination of traits. The neutrality of the Doob taxonomy allows any such theory to be examined and the relevant cognitive process to be dissected using his terms.

The very word 'potential', which is at the heart of the taxonomy, is helpful in establishing a learning theory, development of a person's skills and abilities depends not only on the information which is specifically provided but
also on the person's potential to convert the sum total of information into some form of behaviour.

3.4 CONCEPT OF TIME

Some things are not easily bent to simple linear description. Time is one of them. There are serious misconceptions about time, the first of which is that time is singular. Time is not just an immutable constant, as Newton supposed, but a cluster of concepts, events and rhythms covering an extremely wide range of phenomena.

How could one proceed to classify these different kinds of time and do it in a rational way, so that the inter-relationships can be seen as a coherent system? A mandala could be considered. Mandala is one of mankind’s oldest classification devices. It is usually in the shape of circle or square and is comparable to a matrix. In mathematics, the basic purpose is to show the relationship of various ideas to one another in a comprehensive non-linear fashion.

Mandalas are particularly useful when one is dealing with paradoxical relationships, dissimilar pairs of clusters of one's activities which one's intuition indicates are related but which have not been previously associated; linked or combined into a comprehensive system.

In Albert Einstein's terms, "time is simply what a clock says and the clock can be anything - the draft of a continent, one's stomach at noon,
meter or a calendar. The clock one uses on different relationships in oral lives. Each division in the mandala represents a radically different clock. Viewed in this light and taking into consideration the different of time, it is important to note that the rules for understanding one tory (one kind of clock) are not applicable to another. It is hopeless to try make sense of physical, (scientific) time in terms of the opposite, etaphysical time and vice-versa or to apply the rules of sacred time to profane time. These classes of time are like different universes with different laws. The mandala represents their different natures and the relationships among them".

3.4.1 The Different Classes of Time could be Examined as under
3.4.1.1 Biological Time

Before life appeared on this earth -- an estimated 2-4 billion years ago -- the light and dark cycles, occasioned by the rotation of our tiny blue-green planet as it exposed first one side, and then the other side to the sun, represented but one of a level of the simple slime mould, as many as six different times were delineated which control different states of developmental sequencing. Much higher up the evolutionary ladder, chickens lay more eggs when the days are longer in the summer. In humans there are hourly shifts in the hormonal levels of the blood.

Without intervention from the outside, these biological clocks will ordinarily stay in sync with the normal rhythms and cycles of the external
environment. What happens inside is congruent with the outside world, so that while there are different kinds of time mechanisms, physical and biological, they behave as one.

3.4.1.2 Personal Time

Personal time has its primary focus, the experience of time. Psychologists who have studied the way in which the people experience the flow of time in different contexts, settings, and emotional and psychological states are concentrating their attention on personal time. Although, biological time is relatively fixed and regular and senses of cycles that made up an important part of the environment in which life evolved; The ebb and flow of the tides and the seasonal rhythm was established by the travel of the earth. Its orbit around the sun, formed the basis for other sets of clocks as life began.

3.4.1.3 Physical Time

All over the world, the preindustrial people in the middle latitudes watched the sun travel along the horizon and carefully recorded its progress until the point farthest North (the longest day for the people in the Northern hemisphere) and farthest South (the shortest day for those in the northern hemisphere) were precisely charted and landmarks associated with the fixed sighting had been firmly established. In this way, the date of all important ceremonies as well as planting and harvesting could be calculated for the coming six-month period. There are literally hundreds of such sighting points.
discovered in the American South West alone. Observations such as these conducted in hundreds if not thousands of spots around the globe must have laid the foundations of modern science and have provided mankind with the first tangible clues that there was order in the universe because these observations could be conducted hundreds of times and still yield uniform results.

Some of the greatest minds on this planet have focused their attention on physical time. **Issac Newton** treated time as an absolute - One of the basic absolutes of the universe. Newton and his followers conceived of time as immutable which meant that time could be used as a standard for measuring events. Newton was wrong of course, as was clearly shown by **Albert Einstein**. Writing from his desk as a patent clerk in Bern, Switzerland, he predicted that as a clock approached the speed of light, it would slow down. **Einstein argued** that a fast moving astronaut could leave this earth and return a century later to find everyone he knew had died, while he himself had aged only a few years. This is not just a theory, but a physical fact, with far reaching implications for mankind.

**Fred Hoyle** and other astronomers, who studied the shift toward red in the spectra of receding galaxies, date the universe around 15 billion years old, while the most distant objects from the solar system are 9 billion light years away. To understand the meaning of these numbers of years or to reduce them to human scale is virtually impossible. There is nothing in human experience for the average person to compare them to. In the meantime,
Newton's absolute time simply moved over into the profane box. No engineer could get along today without Newtonian's time, which is an example of the prohibition against applying the rules of one time system to another.

3.4.1.4 Metaphysical Time

There is no generally accepted theory of physical time to account for metaphysical time. The two, metaphysical and physical, make an interesting pair, and while Newton was reported to have been more than a casual believer in the occult, very few twentieth-century scientists would admit to pre-occupations of this sort.

One of the foremost students of metaphysical time was J.B. Priestley, who drew upon the television audiences of Great Britain for hundreds of examples of individual experiences in which individuals had transcended both time and space. One does not have to read Priestly to be aware of time warps.

3.4.1.5 Micro-Time

Only recently identified and still not widely recognized, micro time is that system of time that is congruent with and a product of primary level culture. Its rules are almost entirely outside conscious awareness. It is culture specific, that is, it is unique to each culture. Micro time is one of the basic building blocks of culture.
3.4.1.6  Sync Time

Sync time is an even more recent discovery than its partner, microtime. The term ‘to be in sync’ is derived from the media and dates back to the beginning of ‘talking pictures’ when it was necessary to synchronize the sound track with the visual record on film. Since then, frame-by-frame analysis of motion picture film taken during normal transactions of daily life reveal that when people interact they synchronize their motions in a truly remarkable way. One of the first things that happens in life is for new-born infants to synchronize their sound movements to the human voice. People who are out of sync with a group are disruptive and do not fit in. Different people move to different beats. Each city and town in India has its own beat. Each culture has its own beat. Though it took the white man thousands of years to discover "synctime", the Mescalero Apaches have known of its significance for centuries.

3.4.1.7  Sacred Time

Westernised people find it difficult to understand sacred or mythic time, because this type of time is imaginary—one is in the time. It is repeatable and reversible, and it does not change. In mythic time people do not age, for they are magic. This kind of time is like a story; it is not supposed to be like ordinary clock time and everyone knows that it is not. The mistake is in trying to equate the two or to act as if it were necessary to create a fixed relationship between the sacred and the profane.
.8 Profane Time

Rooted in the sacred time of the Middle East, which in turn grew physical time, profane time now dominates daily life and that part of life explicit, talked about, and formulated. In the Western world, Profane minutes and hours, the days of the week, months of the year, decades, centuries-the entire explicit, taken-for-granted system which civilization has elaborated. Possibly because the time system is linked to sacred in a complementary way, some of the sacredness rubs off and some people generally do not tolerate changes in it.

.1.9 Meta Time

Perhaps this is what time really is? Made up of all those things that philosophers, anthropologists, psychologists, and others have said and written about time; the innumerable theories, discussions and preoccupations concerning the nature of time. It is not time in the true sense but an abstraction from different temporal events. Much of the confusion or lack of consistency between the many theories of time are due to different individuals looking at one kind of time (metaphysical time, for example) from the perspective of another (physical time) or confusing meta time with reality.

This concept of time is related to the present study in that, it is essential for a person to primarily know what time is? what is life made of? It also provides the knowledge regarding awareness of time, the time
tive and the different classes of time. In a nutshell it gives the
ice of time and kindles in one’s mind, the need to manage time,
which everything in this world revolves.

LAWS OF TIME MANAGEMENT

Pareto’s Principle

The significant elements of a set usually constitute a relatively small
percentage of the total elements; Popularly referred to as the ‘80-20 Rule’,
percent of the value come from 20 percent of the items, and 20 percent of
one value comes from 80 percent of the items.

Pareto’s Principle - The 80/20 Rule

The 80/20 rule suggests that in a list of ten items, just doing two of
them will yield most of the (80 percent) value. Find these two, label them, get
them done. Leave most of the other eight undone, because the value got
from them will be significantly less than that of the two highest value items.

The following examples drawn from everyday life, should enable
one to feel more comfortable about concentrating on high value tasks, even
at the cost of ignoring many lower - value tasks.

1. 80 percent of dust is on 20 percent of floor area.
2. 80 percent of eating is at 20 percent of favourite restaurants.
3. 80 percent of telephone calls come from 20 percent of all callers.

4. 80 percent of sales come from 20 percent of customers.

5. 80 percent of TV time is spent on 20 percent of the programmes most popular in the family.

6. 80 percent of production is on 20 percent of the product time.

7. 80 percent of washing is done on 20 percent of the wardrobe that is well used.

8. 80 percent of sick-leave is taken by 20 percent of employees.

9. 80 percent of the food bill is spent on 20 percent of the expensive meat and grocery items.

80 percent of dinners repeat 20 percent of the recipes.

80 percent of reading time is spent on 20 percent of the pages in newspaper (front page, sports page, editorial columns, features page).

It is therefore important to remind ourselves not to get bogged down on low value activities but to focus on the 20 percent, where the high value is.

3.5.2 Parkinson's Law

Work tends to expand to fill in time available for its accomplishment.
accumulate to fill the space available for its

1.5.4 Murphy’s Three Laws

a. Nothing is as simple as it seems
b. Everything will take longer than you think it will
c. Anything that can go wrong will go wrong (or already has).

3.6 Time Management of Teachers

A successful person is one who understands the importance of time and uses it effectively. Time, man’s most precious asset, is a scarce resource; yet it is available equally to all. The concept of time varies from person to person. To a teacher, 1 p.m. would mean lunch time. For another teacher 1 p.m. might mean meeting an important deadline.

Time is one of the elements that eludes a teacher. Most teachers complain that they do not have enough time. Probably one in a hundred may say that he has too much. Time is to be effectively used. It is aimed at achieving important tasks and not just filling the day. It is an integral part of the management process. In fact, time management is an important part of life management. Time management is a skill, which one ought to learn in order
3.5.3 Douglas' law of clutter

Clutter tends to accumulate to fill the space available for its retention.

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to develop habits of work which are of great value and which will help achieve success.

Time Management of teachers discussed under three headings — Analysis, Action and Evaluation

3.6.1 Analysis of time within and outside School

If a teacher is unhappy about his time management and wishes to seriously do something about it, the first step is to assess the present position. That means keeping a time log for a week to see how time is spent. It is essential to make an actual time log. Memory can be very deceptive.

The classroom teacher’s professional time is spent as much outside the classroom as within it. The two aspects are quite distinct and it may be desirable to work on one and not the other.

Time outside the classroom can also be analysed with the help of a time log, for which the classification of activities could include, marking, lesson and materials preparation, background reading, out of school activities, administration supervision, pastoral tutorial activities, discussion with staff/parents/children, meetings, etc.

Analysing the time within the classroom is much more difficult. Here the teacher is too engaged to keep a log, and research shows that memory of time allocation is treacherous. A good solution is to persuade a colleague,
student teacher, or other adult to act as an observer. This may seem threatening but is very worthwhile. Even if they can only observe a couple of hours, some data is still better than none.

One should prefer to design one’s own instrument for analysing activities. A good source of ideas would be from Wragg (1987) which discusses in a practical way various approaches to classroom observation for the purpose of the teacher appraisal. Hilsum and Cane (1971) and Hilsum and Strong (1978) analysed the teacher’s day in English primary and secondary schools, within classroom time they used a refined breakdown as follows;

- lesson instruction
- organising pupils for work
- supervision (including assemblies)
- physical chores (e.g., sharpening tools, preparing paper)
- clerical tasks
- consultation with other staff
- lesson planning and marking
- pastoral work
- discipline
- emergencies and interruptions
- notices and messages etc..
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consultation with other staff
lesson planning and marking
pastoral work
discipline
emergencies and interruptions
notices and messages etc.
At the end of the seven days, total up the time for each activity and work out its percentage of the total time spent on school, or outside school or simple bar chart could be preferred. The following questions then arise.

1. Is this a typical week?
2. Are there jobs which should have been done in this week, and have not been done?
3. Regroup and classify the activities
4. Is the balance and range of activities right?
   What are the key tasks?
5. Was enough time spent on key tasks?
6. What about the annual work pattern?
7. What about long-term investment - reflection and evaluation; training, research and development?
8. Can any new tasks be foreseen which will need to be taken on?

For question five, the balance of time is still important across the range of tasks. Too much marking means too little preparation and vice versa. The balance between the present and the future is also important. Room teaching involves more day to day activity than a management job, but it has an important management element: planning and organising room work, future as well as present. So, again it is important that this balance view does not get squeezed out.
For question seven, the long-term investment of reflection and evaluation, training and research and development are still important. They are prone to be squeezed out. For question eight, classroom teachers should consider any new pressures, like curriculum change or so.

**Action**

If one finds that there is insufficient time to cover the key tasks, there are only three things that could be done.

1. Increase the total time available.
2. Decrease the work to be done.
3. Make more effective use of the time that one has.

**Increase the total time available**

This may not be as difficult as it sounds. One may possibly have sets of time which could reasonably be made available - at odd times of week or in the school holiday periods. It may be possible to increase teaching support staff time. Some staff with management responsibilities be able to mobilise voluntary help, from parents or people in the community - particularly in primary schools and other schools close to their communities. It may be possible to use senior students for routine chores. It also be possible to use student-tutors to assist in particular tasks - a 1 example would be in management of careers guidance or learning
or to enlist help from teachers whose normal load is lightened by a student teacher.

There could be a range of possibilities like improving the teaching support provided by the school, whether classroom aides, clerical, technical, etc. But beyond that there is scope in most schools for more volunteer support. First, pupils are not always used sufficiently although they are often keen to accept responsibilities. Second, student teachers; they are not always present or free to help, but when available can be very helpful for specific tasks and can benefit from them. Most promising though are parents and community volunteers. There are problems with using volunteers that they can be overcome. Volunteers are a much undervalued resource.

6.4 Reduce the work to be done

Delay it, Ditch it, Delegate it or Do it.

Delaying tasks isn't easy if one is an energetic manager. But it may be realistic. Obviously regular, weekly or annual tasks cannot be delayed but some invention can be delayed. The problem is that one may find this more interesting than routine tasks and be reluctant to defer it.

Ditching tasks may be easier. Are there jobs which need not be done, or do not need to be done in this way or this detail?
The prime candidate for ditching is classroom teaching. In most entries, head teachers do not teach. In most secondary schools head teach, to a considerable extent. A school manager does not ‘ipso facto’ require time in school. He or she will be paid more and so can be expected to devote more time at home or in holidays. However it is likely that some management tasks have to be done in school, and this relief may then be ential.

Delegation is a more difficult option, although with greater potential many schools. It certainly isn’t off-loading unpleasant tasks onto someone else. It can and often should be a planned decision to extend a subordinate’s responsibilities, enabling him or her to grow as a person, develop new skills and experience and often obtain more satisfaction. Mortimore et al., (1988) found that in ILEA primary schools a substantial proportion of deputy heads desired greater involvement in the school, and that this involvement was one of the key factors identified for school effectiveness. Delegation could go far beyond deputies. Many younger teachers are ready for it, and older teachers can sometimes be revitalized by it. Delegation needs considerable thought in defining roles and responsibilities. For example, it is important to distinguish between delegation of decisions which (a) need no report-back (b) need report back or (c) need referral to the person concerned before final decision.
3.6.5 Making more effective use of the time available

Some people are naturally expeditious and methodical. Many aren’t and changing the habits of a lifetime isn’t easy. There are three main areas where gains can be achieved; planning the use of time and managing school and meeting more effectively.

3.6.6 Planning the use of time

Establishing priorities for work is crucial. The main priorities will be what is urgent and what is important. The two often conflict. The ideal is to have an outline plan for the week, perhaps sketched out over the weekend with the aid of one’s diary. It requires five or ten minutes. A plan certainly is eded for the day, ideally drafted the evening before. This helps to turn over one of the business in one’s mind before one reaches school and to start immediately one’s arrival.

Longer term planning is easier. A useful device is a prompt file. file can have divisions for each month, this year and next year. All ring events can have simple prompt sheets for action needed.

Evaluation

If some of the suggestions for analysing the use of time and acting prove it are taken up, it is also important to evaluate the success of the made. An entry could be made in the diary. Say six months ahead to
Check what effect if any, the action has had. If not, why did one fail? Could improvements be made this time?

**TIME MANAGEMENT PRACTICES**

Time Management of teachers is seen through Time Consciousness, Time Management Skills, Time Killers, Time Wasters and their Behaviour.

1. **Time Consciousness**

   Time management starts with a heightened consciousness of time; much time is available and how it is being spent. Most teachers have too much to do than time available to do it. Even the most organised teacher with the realisation that time consciousness is needed to complete all the duties. Time Consciousness is the realization of how much time is available how it is being spent.

2. **Time Management Skills**

   Time Management Skills are Reviewing Time and Action, planning, scheduling Activities, Utilizing Time, Controlling Time and Evaluating Time Action.
Time management requires a balance between work and the outside activities that refresh and enrich oneself. Time management problem is accompanied by examining the behavioural and psychological aspects of time management, as well as more practical organization of time and the habits, attitudes and beliefs that led the development of time management problems. There are many reasons why individuals have time management problems and in many ways this can show itself, person’s upbringing, personality, social context, the skills and his aesthetic sense all matter. Time management applies to personal, social, and working life of an individual.

Time management problems may result in various types of practice according to its intensity and nature of the individual. When the person realised through these time management practices that he or she is experiencing time pressure depending upon his understanding of the situation he may practice some time management strategies.

The aim of this study is to encourage teachers to increase their awareness of time and how they use it. With this aim in mind a review of the existing related literature on time management practices was done. The theoretical basis of the various concepts related to the time management practices was then brought to book.

If there is a continuing failure to manage time, an individual may begin to question his time management practices. There is need for Type A and Type B teachers to reduce their time wasters to overcome time pressure.
The teachers' time management practices, and their behavior pattern are related with the end purpose of increasing the understanding of time management strategies.

Therefore, based on the aims and objectives of the study, the review of the related literature and the theoretical perspective, a conceptual framework has been arrived at to find out the time management of school teachers.

3.8 CONCEPTUAL FRAME WORK OF THE STUDY

The conceptual framework is given below.

The framework shows the various variables like Type A and Type B personality, Time Consciousness, Age, Sex, Subject handling, experience of teaching and type of school which affect the time management of teachers. It also shows the Time Management skills like, Review of Time and Action, Planning, Scheduling, Utilizing, Controlling and Evaluation, which lead to better time management.

The time management of teachers is satisfactory when time management skills are practised, finally leading to teacher effectiveness. On the other hand, the time management of teachers is unsatisfactory where time management skills are not practised. It leads to time wasting and time killing by teachers finally resulting in teacher ineffectiveness.
FIGURE 4: CONCEPTUAL FRAMEWORK OF THE STUDY

Paradigm is drawn to illustrate the relationship of variables

When time management skills are practised

1. Review of time and action,
2. Planning,
3. Scheduling,
4. Utilizing,
5. Controlling,
6. Evaluation,

Leading to Teacher Effectiveness

When time management skills are not practised

Resulting in Time Masters and Time Killers

Leading to Teacher Ineffectiveness

Type A and Type B Personality
Time Consciousness
Age
Sex
Subject Teaching
Teaching Experience
Type of School

Is satisfactory

Is unsatisfactory
Another point in the framework emphasizes that the teacher ineffectiveness can be combated by providing training in time management practices through guidance to teachers. Therefore, the experimental part of the study of providing guidance to teachers to improve their time management practices was also undertaken in the present study.

Time management requires a balance between work and the outside activities that refresh and enrich oneself. Time management problem is accompanied by examining the behavioural and psychological aspects of time management as well as the more practical organization of time and the habits, attitudes and beliefs that led to the development of time management problem. There are many reasons why individuals have time management problems and many ways this can show itself, person's upbringing, personality, social context, the skills and his aesthetic sense all matter. Time management applies to personal, social, and working life of an individual.

Time management problems may result in various types of practices according to its intensity and nature of the individual. When the person realises through these time management practices that a teacher is experiencing time pressure and depending upon his understanding of the situation he may practice some time management strategies. When coping strategies used by him is appropriate the teacher effectively manages his time