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CHAPTER IV

THE DESIGN AND PROCEDURE OF THE STUDY

4.1 INTRODUCTION

This chapter embodies the identification of the problem, the aims and objectives and an outline of the procedure that is adopted for the present investigation.

4.2 THE AIM OF THE STUDY

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 activities 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.

4.3 OBJECTIVES OF THE STUDY

All teachers experience time pressure. Yet some manage their time well because they perceive time as the scarcest resource and plan activities in such a way that their precious time is not wasted or killed. However, there are also others with very poor time consciousness and do not plan their work.
This 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 teachers.

2. To find out the Time Management Skills of teachers.
   a. the extent to which teachers 'Review their Time and Action'
   b. the 'Planning' practice of teachers
   c. how teachers 'Schedule' their activities
   d. how teachers 'Utilize' the available time
   e. how much of 'Control' teachers have over their time
   f. the amount of 'Feed back' they get on their use of time.

3. To find out to what extent the following self-imposed factors of teachers, Time Killers are causes for killing their 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 - Time Wasters.
5. To find out the Type A and Type B behaviour pattern of school teachers.

6. To find the relationship between time management practices (Time consciousness, Time management Skills, Time Killers, Time Wasters) and their Type A and Type B behaviour pattern.

7. To find out the differences, if any, between teachers in their

   i. Time consciousness
   ii. Time management skills
   iii. Time killers
   iv. Time wasters
   v. Type A and Type B

   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 whether the teachers can improve the time management practices when guidance is given.
4.4 RESEARCH DESIGN

The study 'Time Management of Teachers' was conducted in two phases — the first is explorative in nature and the second experimental.

The study needed two phases for completion. In the first phase, which is exploratory, the 'Time management skills Questionnaire', 'Time killers Scale', 'Time wasters checklist' and 'Type A Type B personality Test' were administered to the teachers of central and state Board of Education, also representing male and female teachers of Government, Aided and Private management schools.

The second phase was experimental in nature. From the analysis of the data it was found that teachers of Government schools in comparison with the Govt-Aided, and private schools are low in their Time consciousness and Time Management skills. Therefore two of the Government schools were selected at random from among the sample for the experimental phase of the study. Twenty five Teachers of one school were treated as control group and twenty five teachers of the other were treated as experimental group. The experimental group of teachers were treated with the Time Management guidelet to find out whether their time management practices could be improved when guidance is given.

The experimental design chosen in the study was two groups - pretest - Treatment - Post-test design.

GE (R) Pretest - T - Post-test

GC (R) Pretest ----- Post-test.
4.5 DESCRIPTION OF THE VARIABLES


Time Management Practice depends upon the Personality of teachers namely Type A or Type B Behaviour pattern of teachers.

Time Management Practice is also affected by other demographic variables like Type of School, Teachers’ Teaching Experience, Age, Sex, and the Subject the teacher teaches.

The following is a description of the variables in the study, "Time Management of Higher Secondary School Teachers." As the variables are described, the need to study the variables is also justified. As and when the variables are discussed in the study, the hypotheses to be tested are also framed, where the investigator has assumed the relationship or differences.

4.5.1 Time Consciousness

Time management starts with a heightened consciousness of time—how much time is available and how it is being spent. Most teachers have more to do than time available to do it. Even the most organised teacher lives
with the realization that time consciousness is needed to complete all the activities.

If a teacher is conscious of time, he can also make the numerous other people who come into contact with him realize the value of time. The time conscious teacher is the person who has priorities and believes in doing jobs on schedule drawn up with care and foresight.

4.5.2 Time Management Skills

Time management is the distribution of one’s time in a manner that one is able to complete one’s allotted tasks on schedule and with efficiency. It requires skills like Review of Time and Action, Planning, Organizing, Scheduling, Utilizing, Controlling and Evaluating.

4.5.2.1 Review of Time and Action

The best time for review and action is immediately after the action is over. Priority, Comment and Disposition, and Result should be completed while the action is fresh in mind. It may be argued that delay provides time for reflection but it is not true in the case of every action. For all practical purposes the complete entry should be made at one time, steadily and regularly as actions take place throughout the day. A review of these conclusions will show the teacher how he can improve this time management skill. (e.g.) to study the situation and facts before planning, be realistic in setting deadlines, and to minimise time commitments. A review of teacher’s
time and action reveals a number of strengths and weakness in the area of
time management skills.

4.5.2.2  Planning

Planning is an integral component of managing time. Planning
one's time allows for both spontaneity and flexibility. Good planning doesn't
become a rigid task master that enslaves, but it liberates. Teachers who know
how to use time will achieve results by planning. According to Mackenzie
(1972) planning is the beginning of all management activities. Planning takes
time but actually saves time in the long run.

4.5.2.3  Organizing

Being well organized is a matter of knowing oneself and managing
time, self and environment and having the self-discipline to maintain routine
work. In the long run, getting organized is worth it, for it saves one's time and
teachers usually get better results.

The heart of effective Time Management is in teachers' day-to-day
time organization. Most teachers follow both a day and a weekly schedule to
organise daily activities so that there is little confusion and to deal with more
important tasks early in the day.
4.5.2.4 Scheduling

Teachers use a systematic method of scheduling their work day, such as self-time study or develop a schedule on a practical 'demand' basis. There are overall considerations about teachers' time that suggest the need for flexibility. That is, they must be prepared to break large activities into smaller parts and to prioritize time and activities in such a way to manage everything. Teachers must be prepared to set aside one task for a more important one, or to develop everything for an emergency situation.

4.5.2.5 Utilizing

To improve teachers' time management, it is important to analyze how they utilize their time. All the teachers have to utilize the available time to attend the work, for effective time utilization, teachers need to include in their daily schedule at least one important but non-urgent task. They should finish the work well before the deadline, and to focus on one task at a time. Teachers gain time by working smartly with the help of daily log of activities.

4.5.2.6 Controlling

Gaining control over teachers' time depends more on understanding priorities and planning, and getting control of time by keeping to the schedule without deviation. Ability to control the pace of work and avoid spending too much of time on one activity, whether planned by day
or the week, means becoming proactive rather than reactive, doing what is important to achieve goals rather than simply reaching to other people's demands. There are habits they can change, new behaviours they can adopt or general guidelines they can follow, which saves small pieces of time and this can make them feel they are progressing, even while they sort out the bigger issues.

4.5.2.7 Evaluation

Expectations as to evaluation have risen in all aspects of academic performance. For analysing whether teachers are realistic in their time deadlines, and to check that whatever task they do is really necessary and acting to improve it, it is important to evaluate the success of their efforts. Periodic review is necessary to measure how much they have achieved and to decide which areas need improvement in time management and draw up a strategy for using time in those areas.

Effective use of all the skills of time management requires self-discipline. By implementing all skills of time management, teachers can broaden their horizons, become satisfied with increased productivity and reap more rewards from their endeavours.

4.5.3 Time Killers

Time killer is that activity which kills one's time. The teacher consciously performs certain activities knowing fully well that they are
irrelevant or not appreciated activities (e.g.) gossiping, writing lengthy letters etc. Time killers are self-imposed. High on the list are trying to do too many tasks at the same time, spending time generously for others, misplacing things and searching for them and so on. If there are enough time killers in the day, teachers will not have sufficient time to do everything they want.

Teachers should be beware of how they kill time, for all their future lives in it. Each new day ushers in new opportunities but whether they are elevated by them or not depends on how they allot the golden moments of time. An important step in improving the efficiency of time utilization is the identification of time killers and to overcome them which needs will power.

Teachers sometimes complain that they cannot manage their time because their job, their organization, or they themselves are different. Repeated interruptions can give an exhausting sensation. The fact that most of the days are disorderly and disorganized, it may be because of their inefficiency, inconsistency and experiencing time pressure.

If there are enough time killers in the day, they never have sufficient time to do everything they want. The five dimensions in time killers are explained below.

4.5.3.1 Experiencing Time Pressure

Most of the teachers experience the pressure of time of having too much to do in too little time. This is a reflection of their poor time
management and requires changes in one perspective and action. There is a need to maintain perspectives in balancing short term demands against long term objectives, distinguishing the urgent from truly important and reprioritization of tasks to be done, and setting realistic time estimates.

4.5.3.2 Disorganization

The nature of a teacher's job makes it impossible to try to organize his or her time. Once the teacher is satisfied that the content of his work is right, he should turn to the way he organizes his time and ask himself whether he can improve his work.

Frequent interruptions can disorganize the teachers work, but the higher authorities can also hamper their work. Teachers were appalled at the unorganized nature of their activities, the reasons for unnecessary fragmentation of their working day may be their own method of working, or others. (e.g.) misplacing things and keep searching for them, being unsystematic in daily activities, and spending extra time during coffee, tea and lunch breaks.

4.5.3.3 Inconsistency

Inconsistent teacher lacks planning and prioritization, thus resulting with the lack of self-control in finishing the task on hand. It is essential for the teacher to be clear in mind as to what has to be accomplished and to what level of perfection. This should be in line with the set of goals and aspirations
for their plans to succeed. To gain consistency, the teachers programme has
to be checked frequently so as to be on target. Strict rules have to be
developed so that deviation from goal directed behaviour does not occur.

Inconsistent teachers drift from one act to another very often, this
is due to failure to establish appropriate controls and frequent switching of
priorities.

Teachers who have daily time limits that reflect activities in response
to the requests of others or their own personal desires. They respond more
freely to the flow of external demands and internal needs.

4.5.3.4 Inefficiency

Inefficient teacher is one who distinguishes between time being
available for academic work and for socializing. It has been observed that a
less desirable decision made in a timely fashion and implemented with
discernment may result in far more progress than best decision which is first
delayed and implemented with inefficiency.

Inefficiency could be due to a desire to build gay image, or a
genuine desire to help others, and also due to lack of careful plan for action
and not listing agenda priority wise, thus the next step cannot be discerned.

Inefficient teachers have the presence of over developed sense of
sympathy, understanding, self-sacrifice or impulsive generosity, or even a false
sense of obligation, leading to inability to terminate visits on keeping people long after they have completed the task.

4.5.3.5 Frequent Absenteeism

Frequent Absenteeism of teachers is one of the reasons for under achievement, and could signal low moral, under motivation or demoralisation. It is a danger signal to teachers to take remedial action for this time killers promptly. It could be that the job does not motivate or give intrinsic satisfaction. Family responsibilities and unable to cope up with family pressures, changes in life style could cause these time killers.

4.5.4 Time Wasters

Time wasters are those activities that will be considered to be anything that prevents the person from achieving objectives in the most effective way possible.

Time waster is an activity which may be relevant or irrelevant but compelled to perform. The teacher cannot resist but do those activities. They are compelled by the authorities or the environment imposes their time wasting. (eg) time spent on visitors, for communication, frequent calls from superiors, coping with unexpected incidents and situations.
While time wasters are universal, causes and solutions are personal and situation specific. Causes must be identified within one’s situation and solutions must spring from his or her own abilities and task boundaries.

4.5.5 Type a and Type B Behaviour Pattern

Hypothesis 1

"There is significant relationship between Type A and Type B behaviour pattern of teachers and their following Time Management Practices":

i. Time Consciousness  
ii. Time Management Skills
iii. Time Killers  
iv. Time Wasters

Type A is a term created by two heart specialists, Mr. Meyer Friedman and Dr. Ray Rosenman, to describe a behaviour pattern they think is the major cause of premature coronary heart disease.

Type A behaviour is a style of living, characterized by excesses or competitiveness, striving for achievement, aggressiveness, time urgency, acceleration of common activities, restlessness, hostility, hyperalertness, explosiveness of speech, amplitude, tenseness of facial musculature and feelings of struggle against limitations of time and the insensitivity of the environment. This torrent of life is usually, but not always channeled into vocation or profession with such dedication that Type A persons often neglect other aspects of their life, such as family and recreation.
In most ways, the Type B behaviour pattern is the exact opposite of Type A. The Type B person isn’t locked in a constant struggle to be at the clock. Such an individual can also be ambitious, but feels confident and secure than the Type A person and is able to be more relaxed. Most important, Type B persons are just as successful as their Type A counterparts; they just handle themselves differently. They also live long enough to enjoy the fruits of their labour. The investigator has assumed that people exhibiting Type A and Type B behavioural characteristics differ in their time management practices.

Demographic variables certain factors like Age, Sex, Teaching Experience, Type of School and the Subject the teacher teaches affect the extent to which differences exist amongst them in regard to time management practices. The variables are discussed while the hypotheses are framed.

4.5.6 Type of School: Government, Aided and Private

Hypothesis 2

"Teachers of three types of schools differ significantly in their following Time Management Practices".

i. Time Consciousness

ii. Time Management Skills

iii. Time Killers

iv. Time Wasters

The different set up of a school places a teacher to manage their time peculiar to that form of organisation of the school. The atmosphere in a Government school is quite different from that of a private school. Type of
school is an important variable that determines the type of climate (i.e.)
Teaching techniques, rules and regulations may be different for schools
according to the type of management.

In the Government schools the damnocles sword of transfer always
hangs on the heads of teachers. They are not sure of continuous service in the
same place. Transfer to a new place, to a new type of school entails the
problem of managing their time and work effectively.

In the Aided and Private schools, though there is no problem of
transfer, rigidity of atmosphere, pressure of performance and other external
restrictions make a teacher manage her time effectively.

4.5.7 Subject Taught by the Teacher: Arts and Science

Hypothesis 3

"Teachers teaching Arts and Science Subjects differ
significantly in their following Time Management Practices".

i. Time Consciousness       iii. Time Killers
ii. Time Management Skills   iv. Time Wasters

Time is equally distributed for all subjects in the time table. But
generally it is found that the teachers handling arts subjects have more time
left to themselves than science teachers because of the amount of work
involved in it.
experienced teachers fall into a set pattern and are not able to improve their
time management practices and techniques according to changing times.

4.5.9 Age of the Teachers

Hypothesis 5

Teachers of different age groups differ significantly in their following Time Management Practices:

i. Time Consciousness     iii. Time Killers
ii. Time Management Skills iv. Time Wasters

Age affects the time management practices of a teacher. The young
higher secondary school teachers tend to be regarded critically by older
colleagues. Elderly faculty members may be considered out of date and in
rank. Age affects capability and mental attitudes. From maturity into old age
there is increased tendency towards time management practices.

As the teacher ages, on the positive side they develop maturity and
a sense of sagacity to deal with time management practices and become more
time consciousness. Age also inhibits the intensity of managing their time well.
Hence it may be anticipated that age difference may play a significant role in
the time management practices.
Effect of guidance

Hypothesis 7

"Guidance on Time Management significantly increases the following Time Management Practices of teachers".

i. Increased Time Consciousness
ii. Increased Time Management Skills
iii. Reduction of Time Killers
iv. Reduction of Time Wasters

4.6 DESCRIPTION OF RESEARCH TOOLS

Data required for the study were collected using the following tools

TOOL ONE: ‘Time Consciousness Inventory’ to measure the time consciousness of teachers.

TOOL TWO: ‘Time Management Skills’ Questionnaire to diagnose the time management skills of teachers.

TOOL THREE: ‘Time Killers Scale’ to find out what activities of teachers kill time.

TOOL FOUR: ‘Time Wasters Inventory’ to identify activities that are causes for wasting teachers’ time.
TOOL FIVE: ‘Time Control Chart’ to study the teachers' control over time.

TREATMENT

TOOL-SIX: ‘Time Management Guidelet’ to guide teachers master potential time available and develop acceptable time management practices.

TOOL SEVEN: ‘Howard I Glazer’s Type A personality Test.’

A self test to examine the Type - A personality designed by Howard I Glazer is used as the tool for studying the personality of teachers in higher secondary schools.

Type A People. Friedman and Rosenman say, are extremely competitive, act impatiently with the rate at which most events take place, experience a chronic sense of time urgency.

Type B people are generally easy going, are seldom impatient, don’t suffer from a sense of time urgency and are able to see things in a longer perspective than Type A teachers.

The tool twenty pairs of phrases that represent two kinds of contrasting behaviour. The respondents are made to fill in the number from one to seven according to where they belong. The score starts with number one for one side of the extreme behaviour and increases upto three for that type of behaviour. Number four stands in the middle of the two extreme
behaviours. The other side of the behaviour score starts with five and increases to six and seven, with increase in the tendency of individual's behaviour. The tool has a total number of twenty items in it.

Except the Type A personality Test, all the other tools were constructed by the investigator so that they would suit the population of the present investigation.

4.7 CONSTRUCTION OF TOOLS

The construction of tools for the present research were done in several phases. Various procedures followed for the construction of the tools are explained below.

4.7.1 Procedure followed for the Construction of the Four Tools

The investigator made a thorough search for appropriate instruments to measure time consciousness, time management skills, time killers, time wasters, and Type A and Type B personality pattern of higher secondary school teachers. Even though self-reported teacher time management are available they are all developed in foreign countries, and therefore not suitable as they are, in our Indian conditions.

Moreover they do not cover all the sources of "teacher time management". Hence it became necessary for the investigator to develop a questionnaire specially to suit the population of the present investigation.
The development of scales were done in several phases as explained below.

1. Collection of relevant information regarding teacher time consciousness, time management skills, time killers and time wasters of higher secondary school teachers.
2. Item pooling and arrangement of Items.
3. Dimensionalising the information pooled.
4. Finalisation of all the four scales.
5. Response and Scoring.

4.7.1.1 Phase one Collection of Information

To ensure adequate coverage, all the possible and likely sources giving relevant information were approached. For the purpose of preparing the universe of items indicating various causes of time consciousness, time management skills, time killers, and time wasters experienced by higher secondary school teachers the following sources were tapped.

i. Discussion with personnel (Higher secondary school Principals, Educational supervisors, parents and Administrators.)

ii. Discussion with experienced teachers

iii. Related research studies
This procedure ensured the co-operation from subjects who hesitate to express themselves in person or where the possibility of identity of the person could be traced.

4.7.1.4 Related Research Studies and other Inventories

From the reports of related research studies reviewed, relevant items concerning effective time management practices for teachers were prepared. Further, certain inventories like 'A Survey of Teachers regarding skills involved in Time Management' prepared by Wayne L. Schultz (1984) and 'Explorations in Managers' Attitudes to Time: Relationship with Locus of Control' prepared by Bruce Maxwell Austin (1988) and 'Time Management Strategies and the implications for Instructional Leadership of High School Principals: A case study Analysis' prepared by Michael K. Gorman (1993) are available they are all developed in foreign countries, and therefore not suitable as such to our Indian conditions.

4.7.1.5 Observation

The investigator, as a scholar of education, has observed time management problems of other teachers and the strategies teachers use to cope with time management practices. This experience has helped in adding information to the questionnaires.
4.7.1.6 Phase Two Item Pooling

All the information collected through various sources and the investigator's own experience, were analysed and a number of items were constructed for four questionnaires. Care was taken to make each item simple and direct.

4.7.1.7 Phase Three Expert Opinion

The items were individually considered by the investigator and were classified into different dimensions as conceptualised by the investigator. The tools measuring Time Management Skills and Time Killers were dimensionalized. The two tools measuring Time Consciousness and Time Wasters did not yield for dimensionalization. The tools were shown to experts in the field and some experienced teachers. They were asked to express their opinion on the grouping of items. Care was taken to see that no two items convey similar meaning and every item was placed in the appropriate dimension. Their suggestions were considered and necessary corrections were made.

4.7.1.8 Phase Four Finalization

A pilot study was conducted with 110 teachers for finalizing the tools.
4.7.2  Pilot Study

Higher secondary schools in Madras city are selected for the study using stratified random sampling techniques. The thirty Higher Secondary Schools in the city are first stratified on the basis of the type of school (Government, Aided and Private). From each stratum fifty Arts and Science teachers were randomly drawn for the pilot study.

**TABLE 1**

Table Showing the distribution of sample selected for the Pilot Study

<table>
<thead>
<tr>
<th></th>
<th>Private</th>
<th></th>
<th>Aided</th>
<th></th>
<th>Govt.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Arts</td>
<td>Science</td>
<td>Arts</td>
<td>Science</td>
<td>Arts</td>
<td>Science</td>
</tr>
<tr>
<td>Male</td>
<td>10</td>
<td>8</td>
<td>8</td>
<td>10</td>
<td>11</td>
<td>9</td>
</tr>
<tr>
<td>Female</td>
<td>9</td>
<td>10</td>
<td>9</td>
<td>7</td>
<td>9</td>
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</tr>
<tr>
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<td>39</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>110</strong></td>
<td></td>
</tr>
</tbody>
</table>

Obtained data are factor analysed to confirm the dimensions for the two scales 'Time Management Skills' and 'Time Killers'. The following factors are identified for the two tools based on the factor loadings.
4.7.3 Dimensionalising 'Time Management Skills Questionnaire'

In the present study factor analysis was done to 'Time Management Skills Questionnaire' to confirm the dimensions conceptualised by the investigator, by comparing those dimensions with the factors that emerge after factor analysis.

TABLE 2

Table Showing Factor Loadings for Dimension 'Review of Time and Action'

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Time Management Skills</th>
<th>Factor Loading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>To study the situation and facts before planning.</td>
<td>.85</td>
</tr>
<tr>
<td>2.</td>
<td>To estimate the time required for doing each activity.</td>
<td>.87</td>
</tr>
<tr>
<td>3.</td>
<td>Be realistic in setting time deadlines.</td>
<td>.91</td>
</tr>
<tr>
<td>4.</td>
<td>To minimise time commitments.</td>
<td>.84</td>
</tr>
<tr>
<td>5.</td>
<td>To scan reading materials before deciding to read them thoroughly.</td>
<td>.82</td>
</tr>
<tr>
<td>6.</td>
<td>To separate printed materials into 'must read' and 'don't bother'.</td>
<td>.86</td>
</tr>
<tr>
<td>7.</td>
<td>To read the last paragraph of a mail before throwing away or filing for a selective reading at a later time.</td>
<td>.80</td>
</tr>
</tbody>
</table>
TABLE 3

Table Showing Factor Loadings for Dimension ‘planning’

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Time Management Skills</th>
<th>Factor Loading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>To allot time for planning during some part of the day.</td>
<td>.80</td>
</tr>
<tr>
<td>9.</td>
<td>To set aside a part of the day for accepting any unscheduled tasks or visitors.</td>
<td>.75</td>
</tr>
<tr>
<td>10.</td>
<td>To list out the activities several days before.</td>
<td>.76</td>
</tr>
<tr>
<td>11.</td>
<td>To set what objectives you want to achieve.</td>
<td>.79</td>
</tr>
</tbody>
</table>

TABLE 4

Table Showing Factor Loadings for Dimension ‘Scheduling’

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Time Management Skills</th>
<th>Factor Loading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scheduling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>To break large activities into smaller parts.</td>
<td>.75</td>
</tr>
<tr>
<td>13.</td>
<td>To deal with more important tasks early in the day.</td>
<td>.76</td>
</tr>
<tr>
<td>14.</td>
<td>To organise daily activities so that there is little confusion.</td>
<td>.78</td>
</tr>
<tr>
<td>15.</td>
<td>To prioritize time and activities in such a way that you are able to manage everything you want to do.</td>
<td>.79</td>
</tr>
</tbody>
</table>
### TABLE 5

**Table Showing Factor Loadings for Dimension 'Utilizing'**

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Time Management Skills</th>
<th>Factor Loading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilizing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>To include in your daily schedule at least one important but non-urgent task.</td>
<td>.81</td>
</tr>
<tr>
<td>17.</td>
<td>To keep a daily log of your activities.</td>
<td>.75</td>
</tr>
<tr>
<td>18.</td>
<td>To use other people’s time to your own advantage.</td>
<td>.82</td>
</tr>
<tr>
<td>19.</td>
<td>To gain time by working smartly.</td>
<td>.80</td>
</tr>
<tr>
<td>20.</td>
<td>To finish the work well before the deadlines.</td>
<td>.79</td>
</tr>
<tr>
<td>21.</td>
<td>To focus on one task at a time.</td>
<td>.76</td>
</tr>
<tr>
<td>22.</td>
<td>To keep your desk clear of all materials except for those needed for the task.</td>
<td>.81</td>
</tr>
</tbody>
</table>

### TABLE 6

**Table showing Factor Loadings for Dimension 'Controlling'**

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Time Management Skills</th>
<th>Factor Loading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Controlling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>To avoid spending too much of time on one activity.</td>
<td>.76</td>
</tr>
<tr>
<td>24.</td>
<td>To control the pace of your work.</td>
<td>.74</td>
</tr>
<tr>
<td>25.</td>
<td>To be punctual in beginning and finishing a task at a time.</td>
<td>.79</td>
</tr>
<tr>
<td>26.</td>
<td>To keep to the schedule without deviation.</td>
<td>.76</td>
</tr>
</tbody>
</table>
### TABLE 7

Table Showing Factor Loadings for Dimension ‘Evaluation’

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Time Management Skills</th>
<th>Factor Loading</th>
</tr>
</thead>
<tbody>
<tr>
<td>27.</td>
<td>To check that whatever task you do is really necessary.</td>
<td>.80</td>
</tr>
<tr>
<td>28.</td>
<td>To take last few minutes of each working day to analyse your accomplishments, develop to do list for the next day, and resolve to do better.</td>
<td>.75</td>
</tr>
<tr>
<td>29.</td>
<td>To check whether you are realistic in your time deadlines.</td>
<td>.74</td>
</tr>
<tr>
<td>30.</td>
<td>To measure your work by how much you have achieved.</td>
<td>.71</td>
</tr>
</tbody>
</table>

#### 4.7.4 Dimensionalising ‘Time Killers Scale’

Factor analysis was done to derive the dimensions for ‘Time Killers’ scale. Factors of higher secondary school teachers’ time killers was conceptualised through factors analysis.

The factor loadings for all the items were above 0.70 and therefore they were considered as significant in contributing the dimension.
### TABLE 8

**Table Showing Factor Loadings for Dimension 'Disorganization'**

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Time Killers</th>
<th>Factor Loading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Disorganization</strong></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Taking your own time to do any work.</td>
<td>.82</td>
</tr>
<tr>
<td>2.</td>
<td>Being unsystematic in daily activities.</td>
<td>.81</td>
</tr>
<tr>
<td>3.</td>
<td>Misplacing things and keep searching for them.</td>
<td>.79</td>
</tr>
<tr>
<td>4.</td>
<td>Enjoy gossiping.</td>
<td>.75</td>
</tr>
<tr>
<td>5.</td>
<td>Being poor in the filing system.</td>
<td>.76</td>
</tr>
<tr>
<td>6.</td>
<td>Committing repeatedly the same mistakes.</td>
<td>.78</td>
</tr>
<tr>
<td>7.</td>
<td>Spending extra time during coffee, tea and lunch breaks.</td>
<td>.78</td>
</tr>
<tr>
<td>8.</td>
<td>Leaving tasks unfinished.</td>
<td>.79</td>
</tr>
</tbody>
</table>

### TABLE 9

**Table Showing Factor Loadings for Dimension 'Experiencing Time Pressure'**

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Time Killers</th>
<th>Factor Loading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Experiencing Time Pressure</strong></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Planning more tasks each day than can be accomplished.</td>
<td>.78</td>
</tr>
<tr>
<td>10.</td>
<td>Trying to do too many tasks at the same time.</td>
<td>.79</td>
</tr>
<tr>
<td>11.</td>
<td>Attempting to be perfect in everything.</td>
<td>.81</td>
</tr>
<tr>
<td>12.</td>
<td>Worried about running out of time with important work still to be completed.</td>
<td>.80</td>
</tr>
<tr>
<td>13.</td>
<td>Diffident to delegate work to others.</td>
<td>.75</td>
</tr>
</tbody>
</table>
### TABLE 10

Table Showing Factor Loadings for Dimension ‘Inconsistency’

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Time Killers</th>
<th>Factor Loading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Inconsistency</strong></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Changing your mind frequently While carrying out the plan.</td>
<td>.85</td>
</tr>
<tr>
<td>15.</td>
<td>Drifting from one act to the other and not completing anything.</td>
<td>.89</td>
</tr>
</tbody>
</table>

### TABLE 11

Table Showing Factor Loadings for Dimension ‘Inefficiency’

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Time Killers</th>
<th>Factor Loading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Inefficiency</strong></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>Spending your time generously for others.</td>
<td>.85</td>
</tr>
<tr>
<td>17.</td>
<td>Getting stuck in your plans and unable to proceed.</td>
<td>.86</td>
</tr>
<tr>
<td>18.</td>
<td>Working below your capacity</td>
<td>.80</td>
</tr>
<tr>
<td>19.</td>
<td>Consuming a lot of time to settling down to do a task.</td>
<td>.89</td>
</tr>
<tr>
<td>20.</td>
<td>Being late in everything you do.</td>
<td>.90</td>
</tr>
<tr>
<td>21.</td>
<td>Unable to say no to requests made by superiors or colleagues.</td>
<td>.82</td>
</tr>
<tr>
<td>22.</td>
<td>Unable to place a time limit on meetings with unexpected guests.</td>
<td>.81</td>
</tr>
<tr>
<td>23.</td>
<td>Writing lengthy letters, reports, and reviews.</td>
<td>.79</td>
</tr>
<tr>
<td>24.</td>
<td>Accepting too many responsibilities many that aren’t yours.</td>
<td>.84</td>
</tr>
</tbody>
</table>
TABLE 12
Table Showing Factor Loadings for Dimension 'Frequent Absenteeism'

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Time Killers</th>
<th>Factor Loading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequent Absenteeism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td>Taking leave often for personal reasons other than health.</td>
<td>80</td>
</tr>
<tr>
<td>26.</td>
<td>Being disturbed while on duty due to frequent headaches, stomach pain, fatigue, etc.,</td>
<td>79</td>
</tr>
</tbody>
</table>

The factor loadings for all the items were above .70 and therefore they are considered as significant in contributing the dimension.

4.7.5 Phase Five Response and Scoring of the Scales

4.7.5.1 'Time Consciousness Inventory'

This inventory consists of 11 items referring to one's Time Consciousness. The teachers are supposed to indicate in the column provided how they are in their case.

**SCORING**

Each item was scored from 1 to 4 as follows:

<table>
<thead>
<tr>
<th></th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all true.</td>
<td>1</td>
</tr>
<tr>
<td>Not much true.</td>
<td>2</td>
</tr>
<tr>
<td>Much true.</td>
<td>3</td>
</tr>
<tr>
<td>Very much true.</td>
<td>4</td>
</tr>
</tbody>
</table>

Maximum possible score for this inventory will be 44.
4.7.5.2  ‘Time Management Skills Questionnaire’

3 point scale was provided for the respondent to mark the strength of their reaction. In each item the response choices are

1. Felt that way
2. Attempted But not Pursued
3. Acted Fully.

The respondents are asked to place a tick mark in the appropriate column to indicate the extent to which the statement correctly applies to them.

SCORING

A simple system of scoring was adopted by the investigator. Each item was scored from 1 to 3 as follows

<table>
<thead>
<tr>
<th>Response</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Felt this was</td>
<td>1</td>
</tr>
<tr>
<td>Attempted but not pursued</td>
<td>2</td>
</tr>
<tr>
<td>Acted fully</td>
<td>3</td>
</tr>
</tbody>
</table>

Maximum possible score for ‘Time management skills’ will be 90.
4.7.5.3 "Time Killers Scale"

A four point response scale was provided for the respondent to indicate how true these statements are in their case. In each item the response choices are

1. Not at all true
2. Not much true
3. Much true
4. Very much true

SCORING

The score of each item is weighted from 4 to 1 corresponding to the degree of intensity represented by the choice of the answer.

The respondents are asked to place a tick mark in the appropriate column to indicate the extent to which the statement correctly applies to them.

SCORE

<table>
<thead>
<tr>
<th></th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all true</td>
<td>1</td>
</tr>
<tr>
<td>Not much true</td>
<td>2</td>
</tr>
<tr>
<td>Much true</td>
<td>3</td>
</tr>
<tr>
<td>Very much true</td>
<td>4</td>
</tr>
</tbody>
</table>

Maximum possible score for 'Time Killers Scale' will be 104. The greater the score the more the time is killed.
4.7.5.4 ‘Time Wasters Inventory’

The Time Wasters Inventory consists of 22 items and a four point scale was provided for the respondent to mark the extent of their time wasted. In each item the response choices are:

1. Not at all true
2. Not much true
3. Much true
4. Very much true.

The respondents are asked to place a tick mark in the appropriate column to indicate the extent to which the statement correctly applies to them.

SCORING

A simple system of scoring was adopted by the investigator. Each item was scored from 1 to 4 as follows

<table>
<thead>
<tr>
<th>Response</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all true</td>
<td>1</td>
</tr>
<tr>
<td>Not much true</td>
<td>2</td>
</tr>
<tr>
<td>Much true</td>
<td>3</td>
</tr>
<tr>
<td>Very much true</td>
<td>4</td>
</tr>
</tbody>
</table>

Maximum score for ‘Time Waster Inventory’ will be 88.
4.7.6 **Tool Five** \hspace{1cm} **Time Control Chart**

A time control chart was devised in which the teachers had to record their activities against regular intervals during the day.

'Time Control Chart' notes the activities carried out during a day and the time to be spent on these activities.

First, the activities or tasks to be accomplished each day are listed. Secondly, the tasks are prioritised for the day as

- Important and Urgent
- Important but not Urgent
- Important provided time allows
- Routine activities.

Thirdly, time to be spent on each activity is noted.

**Time control chart is appended with the thesis.**

4.7.7 **Tool Six** \hspace{1cm} **Time Management Guidelet**

A Time Management Guidelet was constructed which contained practical suggestions to teachers as to how to gain control over time wasters, time killers, how to plan and organise their work for better purposive results.

**The time management guidelet is appended with the thesis.**
4.7.8 Tool Seven 'Howard I. Glazers' Type A Personality Test'

A self test to examine the Type A personality designed by Howard I. Glazer is used as the tool for studying the personality of teachers in higher secondary schools.

Type A people are extremely competitive, act impatiently and experience a chronic sense of time urgency.

Type B people are generally easy going and seldom impatient.

SCORING

The numbers of each of the twenty items are added and the individual's behaviour is analysed by the category in which the total falls:

Type A1 --- 110 - 140
Type A2 --- 80 - 109
Type AB --- 60 - 79
Type B2 --- 30 - 59
Type B1 --- 0 - 29
4.7.8 Analysis

Type A1 — 110 - 140

If the individual is in this category and especially, if he is over the age of 40 and if he smokes there may be a high cardiac risk for a person of this type.

Type A2 — 80 - 109

The individual may be leading towards cardiac prone but his risk is not as high as the A1.

Type AB — 60 - 79

This type is mixture of A and B patterns. This is a healthier pattern than either A1 or A2 but has the potential for slipping into A behaviour and the individual has to recognize this.

Type B2 — 30 - 59

The individuals behaviour is on the less cardiac prone and of the spectrum here and they are generally relaxed and probably cope adequately with stress.
Type B1 — 0 - 29

This behaviour expresses few of the reactions with cardiac disease and tends to the extreme of non-cardiac traits. Maximum possible score for Howard I. Glazers' Type - A Personality Test' will be 140.

4.8 RELIABILITY AND VALIDITY

Reliability of any measuring tool depends upon the consistency with which it gauges the particular trait when applied at different parts of time. For finding out the reliability co-efficient split-half method was used.

The reliability co-efficient by the split - half method was found to be 0.82 which was high and hence the result of the tool was relied upon.

Validity

Content validity is concerned with the adequacy of sampling of a specified universe of content. The expert opinion sought from specialist in this field vouchsafed a fair good coverage of the universe of the content.

The tools were so designed that they had unity and validity with respect to the topic under investigation. This ensured the content validity of the tools to a considerable degree.

The validity co-efficient was established for all the four tools by the index of the their reliability co-efficient for the two tools "Time Management
Skills Questionnaire' and 'Time Killers Scale' for which factorial analysis was done, factorial validity was also established.

The following table gives the values of Validity and Reliability for the four tools.

**TABLE 13**

Table Showing the Values of Validity and Reliability

<table>
<thead>
<tr>
<th>Tool Name</th>
<th>Validity</th>
<th>Factorial Validity</th>
<th>Reliability</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Time Consciousness Inventory</td>
<td>0.68</td>
<td>--</td>
<td>0.76</td>
</tr>
<tr>
<td>2. Time Management Skills</td>
<td>0.72</td>
<td>0.73</td>
<td>0.84</td>
</tr>
<tr>
<td>Questionnaire</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Time Killers Scale</td>
<td>0.70</td>
<td>0.70</td>
<td>0.82</td>
</tr>
<tr>
<td>4. Time Westers inventory</td>
<td>0.63</td>
<td>--</td>
<td>0.74</td>
</tr>
<tr>
<td>Overall</td>
<td>0.68</td>
<td></td>
<td>0.75</td>
</tr>
</tbody>
</table>

**4.9 DESCRIPTION OF THE SAMPLE**

A sample of higher secondary school teachers is selected using random sampling technique for the study. The higher secondary schools in the Madras city are stratified on the basis of the Government, Aided and Private from which one thousand science and arts teachers belonging to both sexes are randomly selected for the study.
A total of 348 teachers from Private, 240 from Aided and 265 from Government schools constituted the sample. The following shows the distribution of the sample.

**TABLE 14**

Table showing the Distribution of the Sample for the Study

<table>
<thead>
<tr>
<th></th>
<th>Private</th>
<th></th>
<th>Aided</th>
<th></th>
<th>Government</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Arts</td>
<td>Science</td>
<td>Arts</td>
<td>Science</td>
<td>Arts</td>
<td>Science</td>
</tr>
<tr>
<td>Male</td>
<td>78</td>
<td>82</td>
<td>57</td>
<td>60</td>
<td>69</td>
<td>71</td>
</tr>
<tr>
<td>Female</td>
<td>92</td>
<td>96</td>
<td>60</td>
<td>63</td>
<td>62</td>
<td>63</td>
</tr>
<tr>
<td></td>
<td>170</td>
<td>178</td>
<td>117</td>
<td>123</td>
<td>131</td>
<td>134</td>
</tr>
<tr>
<td></td>
<td>348</td>
<td>240</td>
<td></td>
<td></td>
<td>265</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>853</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.10 **COLLECTION OF DATA**

The task of collecting the data was done by the investigator. The printed copies of the booklet which consisted of the 'Time Consciousness Inventory', 'Time Management Skills Questionnaire', 'Time Killers Scale', 'Time Wasters Inventory' and **Howard J. Glazer**'s 'Type A personality Test' were administrated to 1000 higher secondary school teachers from 50 schools.

The questionnaires were many and needed at least 40 minutes to complete, the teachers were allowed a few days to complete it at their own pace with genuine responses. About 20 copies of questionnaires were
distributed to each of 50 schools. Care was taken to see that the questionnaires were distributed equally to male and female teachers, and arts and science teachers.

Though questionnaires were distributed to 1000 teachers, finally the investigator could arrive at the sample number of 853 after excluding the dropouts and questionnaires with incomplete information. Thus the sample size arrived at for the present investigation was 853.

4.11 GUIDELET

As the investigator is aware that the teachers find it difficult to manage time, it was decided to prepare a guidelet to help teachers to improve their time management practices. From the analysis of data it was found that teachers of the Government schools were poorer in their time management practices than the Aided and Private school teachers.

4.11.1 The Structure of the Guidelet

The guidelet begins with the definition of Time and Description of what time management is. It explains Time Management Skills and gives ideas as to how one should develop these skills.

It also gives ideas for controlling one’s time for successfully carrying out the tasks planned.
4.11.2 Process of Administering the Guidelet

The Guidelet gives suggestions for avoiding 'Time Wasters' and preventing 'Time Killers'.

4.11.3 Selection of Sample

The investigator selected at random 50 out of 265 Government School teachers of both sexes, because from the analysis it was found that the time management practices of Government school teachers was poor. The 50 teachers were again randomly divided into two groups, one as Experimental and the other as Control group.

4.11.4 Using the Time Control Chart

The first important step in managing time is to find out how time is spent - how much of time is spent usefully, avoid as planned and how much of it is wasted.

'Time Control Chart' is an indispensable tool for this purpose. They both serve as powerful techniques of objective self-observation and objective self-evaluation.

'Time Control Chart' notes the activities carried out during a day and the time to be spent on these activities.
4.11.4.1 First Step

The teachers of experimental group were distributed 'Time Control
Chart' to list the activities or tasks to be accomplished each day.

4.11.4.2 Second Step

The teachers were asked to prioritize their tasks for the day as

- Important and Urgent
- Important but not Urgent
- Important provided time allows
- Routine activities

4.11.4.3 Third Step

They were instructed to note the time to be spent on each activity.

The format of the 'Time Control Chart' was given in the
appendices.

Investigator visited the Government Higher Secondary school
teachers of experimental group which consisted of 25 male and female, who
teach science and arts subjects. Investigator had several rounds of discussions
with them to find the causes for their poor time management practices. The 25
teachers in the experimental group were asked to monitor the Time Control
Chart each day and at the end of the day they were asked to analyse their chart to find out

1. **Whether they have carried out the tasks as they classified.**

2. **Whether the allocation of time for each activity is adequate, less or more.**

3. **To identify the unplanned activities that cropped up.**

4. **Whether they lost control over time because of lack of self-discipline, like spending too much time on coffee break, smoking, telephone conversation etc.**

This process continues for 5 working days of the first week. At the end of the week, the investigator visited the teachers to assess their experience with the time control chart.

The Guidelet was given to them to be followed along with personal discussion with them. The teachers went through the guidelet in the week end and started the process of monitoring the Time Control Chart for the second week and also the third week.

The investigator met them now and then to help them understand what they are expected to do and she discussed their problems in using Time Control Chart. At the end of every week she cleared the doubts in the Guidelet.
It was interesting to note that the teachers were thrilled in using Time Control Chart and the Guidelet though they felt it difficult to undergo this treatment. The teachers had to be continuously motivated to complete the treatment process.

After the experimental group teachers have this objective data about their use of time. The diagnosis and analysis of their time and tasks are merely a beginning in managing their time effectively, but they are essential first steps.

During the third week, it could be clearly seen that teachers had taken initiative to change allocation of time, classification of tasks, and to avoid unnecessary activities.

The teachers of both experimental and control group were administered the four tools of Time Management Practices to find out whether the teachers of experimental group have improved in their Time Management Practices.

4.12 ANALYSIS OF RESULTS

In the present study toolwise analysis was done to report the extent of Time Consciousness, Time Management Skills, Time Killers, Time Wasters, and Type A Personality of Higher Secondary school teachers.