

Effect of Guidance of Experimental Group in Time Management Skills

Swati Rapariya,

Ph.D. Research Scholar, Amity institute of Education

Email ID:- swatirapariya@gmail.com, Orchid ID :- <https://orcid.org/0000-0002-1510-609X>

Dr. Ranjana Bhatia,

Mentor, AIE AUUP, Acting Director AIPS, Amity institute of Psychology and Allied Science

Dr. Jitender Kumar,

Head Department of Education, M.D. University, Rohtak

ABSTRACT

The present paper is an humble effort to study the effect of guidance on time management skill of teachers of experimental group. In the first phase of the study 800 teachers were taken as a sample. In second phase, which was experimental in nature, out of a sample of 800 teachers, 25 teachers were taken as an experimental group. Through guidelet, guidance were given to them to improvement their time management skills. Teachers' pre and post tests scores were calculated by applying 't' test. It was observed that there is a significant increase in the mean values for all the dimensions of time management skills indicating that if guidance is provided, the teachers can improve their practice of time management skills.

Keywords: Teachers, guidelet, experimental group.

INTRODUCTION

The teacher's job has for years been critical not only to shape the child's personality but also to shape society hence is considered as the most important job in the world. It is also necessary to remember that a teacher that is incompetence is more dangerous for a community as well as for the whole country. Teachers develop the destiny of the country in the classroom as stated by Patanker (1999). It builds cultures, demonstrates the way forward for the country and promotes the human aspects of life. They develop and foster humanistic, spiritual, and ethical principles among students.

TIME MANAGEMENT

TM is a vital part of the organization of schools. It is the way to organize, plan and schedule one's time for one's goals (Mohanty, 2003). Regulation of time is universal. It is a mechanism in which needs are decided and activities prioritized. Regulation and management are quite complex. Most people find it's impossible to regulate time on its own. Time is not a material thing that can be managed conveniently other than the flux of a man. From the last 4-5 decades the need of more leisure time has grown. Time management suggests a high degree of uncertainty between the time consumption projections and performance results for each person as per Green and Skinner (2005).

According to Felton and Sims (2009) specifically to maximize reliability, efficiency or competitiveness, time management is a method of organizing and exercise conscientious regulation of time expended on particular tasks. Moreover, Contrell (2013) describes time management as a balancing act of diverse demands and responsibilities with the finality of time for research, social life, work, family and personal interests. Time essentially helps a person to "choose" their own time and expediency in terms of expenditure and management practices.

The emphasis of the day's activities in time management is often an important time management tool. To this end, all of its operations according to their relevance can be separated and categorized. It is more appropriate to deal intermittently with less critical duties to carry out the main activities. It is not only appropriate to move from one major task to the next. Such smaller activities needed more intentions and thoughts to avoid reconsideration in the next round (Whetten, 1995). It is suggested that you do it at your best for the most important tasks. Everything is quite evident because of this. The main mission requires more resources and fewer energy are the less essential activities needed to achieve the expected objectives. Just since individuals must be able to distinguish activities and invest time on essential things that they experience each day are successful time management difficult. Individuals should recognize that the consequences (activities) of their initiative are not major questions to be focused on. (Claessens, 2007).

Role of Planning in Time management

Time and tide wait for none. It is crucial for a person to make a difference because "time lost never comes back, no matter how much money you invest". Nobody appreciates an individual who does not produce results on time and is never taken seriously at work.

In the efficient time management, planning plays a crucial role. One person must schedule his or her day well in advance in order to make the most of time. Planning for the purpose of doing work makes little sense. Planning offers a person a sense of direction and motivates him in time to complete tasks.

Plan if you're going to pass forward. The person must set himself a target and an aim and strive hard to achieve it. Detailed preparation will recommend the measures you take to achieve your workplace objectives within a specified period.

Effective Time management factors:

Organized: Avoid keeping the workstation piles and heaps of paper. Throw what not all you like. Throw it down. In directories, position critical papers. Maintain files with marks on top of each file in their respective drawers. It saves time in not needing to search every time.

Don't misuse time: Don't waste time by rummaging or chattering. Focus on the job and complete tasks on schedule. Remember that the company doesn't pay you to play games or stroll into other cubicles. Complete the job first and only do whatever you want. Don't hesitate for the final time. Do not delay.

Be Focused: For efficient and proper Time management one must be focused.

Develop the custom for better Time Control utilizing planners, organizers, table top calendars. Set phone reminders or screen reminders.

Performance and Time management

Several research show that management of time forecasts work efficiency. For example, salespeople with stronger time management skills are selling more (Barling et al., 1996).

According to Mekan et al. (1990) students record higher achievements with the increased time management experience. County extension managers with improved time management capabilities had their bosses ranked higher (assistant regional directors) (Radhakrishna, Baggett, & Yoder, 1991).

Time Management Skills

Timing skills are the skills utilized by a person to control their time. These skills are essential to teachers as well. Research has shown the inherent motivation of time management skills is also very important. Persons with diverse personality and characteristics interaction with time control in a different manner. Personal time control becomes personal trait under varying working circumstances (Claessens, 2007). The capabilities in time management are strongly tied to the actions of time management. Time management capabilities could have been interpreted as time management behavior performance outcomes. Teachers that are more effective and productive with time management abilities. Good time control is also an ability to handle time. Previous research described it as a time inventory for production (Lebov, 1980; Horng, 2010).

Training is therefore really useful for time management. There are a large range of educational facilities and centers commonly used in American teacher preparation both public and private. (Claessens, 2007).

The time-management capabilities of the instructors are the fundamental elements of the discipline. Teachers that are not hurried to class demonstrated higher results in class. Time management decisions are critical for teachers' productivity and the outcomes of schools (Master, 2013; Horng, 2010). As per (Rowe & Robinson 2008) There are few skills which are important when it comes to Time Management: transition time, patience, pacing, analysis, time of academic learning, flexibility, engaged time, awareness, allocated time, available time, and information. Other skills were given by Boniwell (2004)

Teachers are often the first line of communication for the school organization. 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 planners, organisers, schedulers, utilizers, controllers and evaluators. The tasks seem to be endless.

Related Literature

Peeters and Rutte (2005) affirmed that enthusiastic fatigue is the most prescient component of instructor weariness, and they affirmed it to a limited extent for the element of individual satisfaction. Babkie (2006) proposes that teachers ought to assess how awful conduct benefits understudies. Possibly the understudies are attempting to abstain from doing a specific undertaking. They may look for the consideration of their companions. On the off chance that the educator knows about why the practices may happen, they can all the more likely conclude how to deal with the circumstance. Acker Man (2007) states that inner time management investigates the scope of encounters, from feeling overpowered and constrained to thinks that go so well that we don't know about the progression of time. Kearns and Gardiner (2007) recognized four principle practices of exceptionally successful individuals dependent on their encounters and courses in the field of time management. These incorporate arranging and organizing undertakings, lucidity of direction at work, keeping away from interferences and interruptions, and sorting out. Freigberg, Huzinec, and Templeton (2009) reasoned that despite the fact

that homeroom management is viewed as one of the most significant elements affecting understudy learning, most management programs need poof to help the improvement of understudy learning understudies. Aedojo (2012) believes that “compelling time management is substantial device for high authoritative execution.” Khan, Farooqi, Khali1 and Faisal (2013) discovered a good correlation between teacher’s time management tactics and their presentation in the study hall. The authors of Chukwuji et al. (2018) recommended that “schools engage in ongoing training initiatives to ensure that teachers' abilities are continually improved so that they may increase their own profitability. Organizing, goal planning, job prioritising, administrative work management, blackout management, and severe desk work and detailing are all examples of common tests given to responders.” According to Lualhati (2019) tended to by workers in their time management, this inquiry gave suggestions that may entirely contribute to your success as a teacher and personally.

OBJECTIVE OF THE STUDY

To compare the time management practices of teachers belonged to pre and post experimental groups.

HYPOTHESIS

There is no significant difference in time management practices of teachers belonged to pre and post experimental groups.

RESEARCH DESIGN

The study has been conducted in two phases, the first is exploratory in nature and the second is experimental.

SAMPLE

A sample of 800 Government, Private and Aided higher secondary school teachers, belonging to both sexes in the Faridabad City constituted the sample of the study. In the first phase of the study 800 teachers were taken as a sample which is exploratory and in secondary phase of the study, which is experimental in nature, a number of 25 teachers were taken as an experimental group given guidance to improve their time management skills.

Instrument

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. This guidelet is given to all the chosen 25 teachers of experimental group.

Data Analysis

The effect of guidance of experimental group was observed by applying ‘t’ test on all the dimensions of time management skills and given in table 1 below.

Table 1: Mean, S.D. and ‘t’ Values Showing the Effect of Guidance on Experimental Group in ‘Time Management Skills’

Time Management Skills	Before Guidance		After Guidance		‘t’
	Mean	S.D.	Mean	S.D.	
Review of Time and Action	35.73	8.91	37.82	7.21	3.253**
Planning	39.35	9.73	41.48	6.78	3.102**
Scheduling	35.04	7.90	39.34	5.90	4.875**
Controlling	38.78	9.84	42.46	7.62	4.328**
Utilizing	29.05	7.51	33.32	5.62	4.651**
Evaluation	33.31	6.83	35.38	4.67	3.798**
Overall	211.26	36.79	228.80	27.38	4.152**
All are Significant at 0.01 level N= 25					

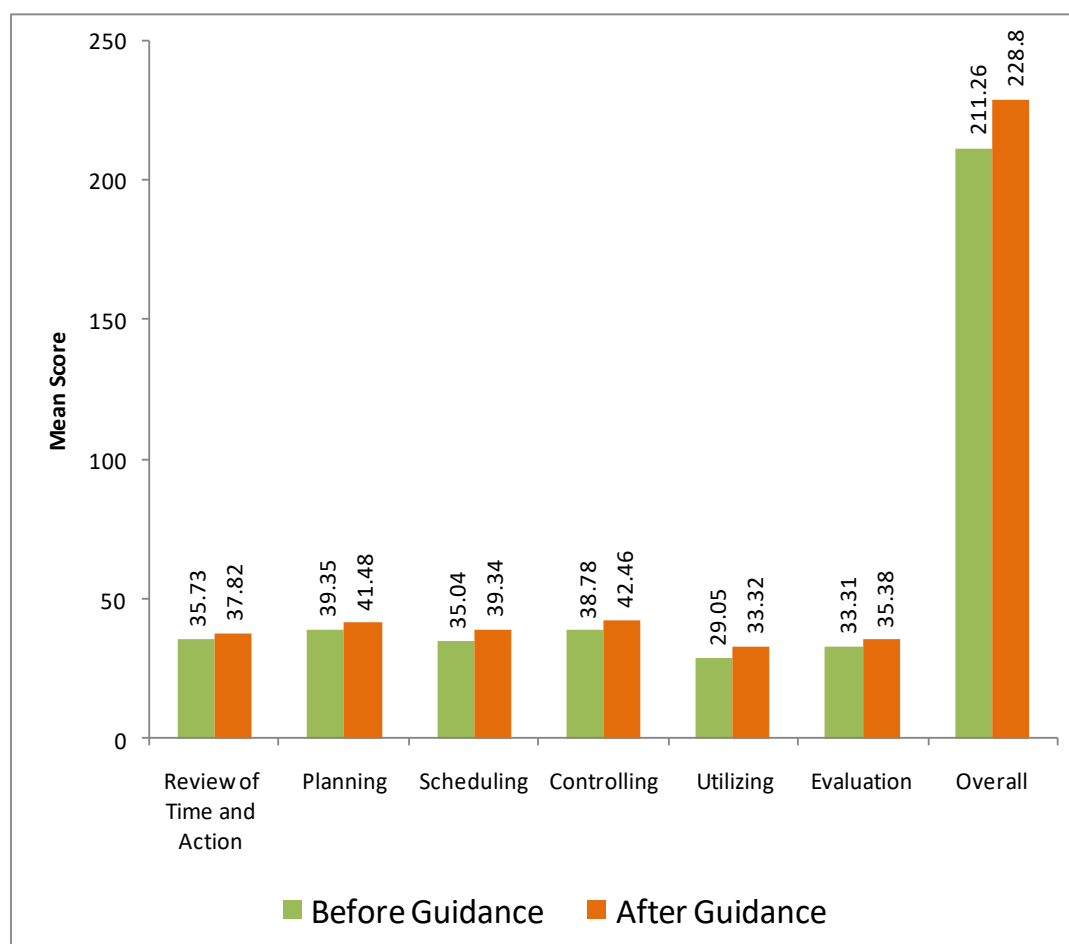


Fig. 1: Mean Score of 'Time Management Skills' of experimental group before and after guidance.

The table and figure 1 reveals that the 't' values for mean values of time management skills scores, dimension wise, show a significant difference at 0.01 level. There is a significant increase in the mean values for all the dimensions indicating that if guidance is provided, the teachers can improve their practice of time management skills. Therefore the hypothesis that "There is no significant difference in time management practices of teachers belonged to pre and post experimental groups" is not retained.

Finding

(a) There is a significant increase in the mean values for all the dimensions of time management skills indicating that if guidance is provided, the teachers can improve their practice of time management skills.

Conclusions and recommendations

The second phase of this study which is experimental in nature has proved that there exists a significant improvement in the time management practices of teachers when guidance and supervision for teachers would go at a long way in improving their time management skills. A small guidelet to the teachers regarding how to plan, schedule, execute and evaluate their action could be provided, along with a list of a common time wasters and time killers they encounter in their day to day life. This could serve as a personal guide to the teachers. Special orientation programmes could be conducted and guidance given to the teachers in this regard. Supervision of the teachers by the higher authorities of the teachers by the higher authorities appreciation and incentives offered to the teachers could also help in improving time management skills. Teachers could be trained in maintaining time control chart, time logs and activity schedules. Each of the time managerial skills like review of time and Action, planning, Scheduling, Utilizing, Organising, Controlling and Evaluating, can be studied in depth, among the teaching community. The lines on which the present study has been done could be extended to a different sample in different areas and thereby a wider perspective could also be included to increase the purposiveness of the research.

Teachers are always under severe stress and this definitely has an effect on the way they manage their time. Therefore studies could be done to find out the effect of stress on time management practices. The effect of socioeconomic factors on the time management practices of teachers could also be studied. A detailed study of the effect of personality type on the

time managerial practices of teachers would be of great help. Exclusive studies could be conducted to see the effect of guidance time wasters and time killers among teachers. Role of effective communication in improving time management practices could be studied. The role of effective delegation could also be studied to improve the time management practices of teachers.

CONCLUSION

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

References

1. Babkie, A. M. (2006). 20 ways to be proactive in managing classroom behavior. *Intervention in School & Clinic*, 41(3), 184–187.
2. Barling, J., Cheung, D., & Kelloway, E. K. (1996). Time management and achievement striving interact to predict car sales performance. *Journal of Applied Psychology*, 81(6), 821–826.
3. Chukwuji, C.E., Oshun, G. Okeke, C.F. and Agu, P.U. (2018). Impact of Time Management on Productivity of Private Secondary Schools in Education District V, Lagos State. *International Journal of Applied Engineering Research*, 13(21), 15431-15438.
4. Claessens, B. J. C., Eerde, W. van, Rutte, C. G., & Roe, R. A. (2007). A review of the time management literature. *Personnel Review*, 36(2), 255–276.
5. Felton, S & Sims, M. (2009). *Organizing Your Day: Time Management Techniques That Will Work for You*. Revell Publishing House.
6. Green, P. and Skinner, D. (2005). Does time management training work: an evaluation. *International Journal of Training and Development*, 9, 124-39.
7. Kearns, H. and Gardiner, M. (2007). Is time well spent? The relationship between time management behaviour, perceived effectiveness and work-related morale and distress in a university context. *Higher Education Research & Development*, 26(2), 235-247.
8. Khan, H.M.A., Farooqi, M.T.K., Khalil, A. and Faisal, I. (2013). Exploring Relationship of Time Management with Teachers' Performance. *Bulletin of Education and Research*, 38(2), 249-263.
9. Lualhati, G.P. (2019). Time management practices of educators in a state university. *PUPIL: International Journal of Teaching, Education and Learning*, 3(1), 281-289.
10. Mohanty, C. L. (2003). Examining the relationships among self-report measures of Type A behavior pattern: The effects of dimensionality, measurement error, and differences in underlying constructs. *Journal of Applied Psychology*, 75, 440-454.
11. Peeters, M. A. G., & Rutte, C. G. (2005). Time management behavior as a moderator for the Job demand-control interaction. *Journal of Occupational Health Psychology*, 10(1), 64–75.
12. Radhakrishna, R. B., Baggett, C., & Yoder, E. P. (1991). Time management and performance. *Journal of Extension*, 29 (2).