

## CHAPTER 1

# RELEVANCE OF TIME MANAGEMENT IN CLASS ROOM MANAGEMENT FOR EFFECTIVE TEACHING

The chapter analyses the relevance of time management in class room management for effective teaching. The major objective of the chapter is to evaluate the efficiency with which teachers are using different time management tools in the class room for effective learning. The study is based on a sample survey covering 90 teachers of the Yanbu Industrial College in the Kingdom of Saudi Arabia. Structured questionnaire was used to collect data and statistical tools such as correlation and chi-square tests are used to analyze the data. The study observed that there is a high awareness among the teachers in Yanbu Industrial College on the importance of time management in classroom management for effective teaching and they are using multiple time management tools in diverse weights in this regard.

**Keywords:** Time Management – Class Room Management - Effective Teaching - Yanbu Industrial College

## 1.1 INTRODUCTION

Teaching is widely recognized as a noble profession and has got huge responsibility in the society not only in teaching but also in molding the citizens of tomorrow. Future of a society, or in a wider spectrum that of a country rests in the hands of students, who are presently in schools and colleges. It is the teaching community who teaches the students the moral and social values and molded to become the future power of a country. This transformation process starts from the schools and passes through colleges and universities. In this process teachers perform the task of framing doctors, engineers, scientists, politicians, civil servants and so on. More than professional development it is the cultural development and transformation that is most important as far as the citizens of future is concerned. The way they are molded and the strength of their social commitments and responsibilities are determined to a large extent by the educational background and systems. It is at this point that teachers are becoming the model and creators of the country's future.

Along with these tremendous obligations teaching is hard work also; it will be disillusioning, exhausting, risky and demanding. Studies show that average teachers work for 54 hours per week (Mamchark & Mamchark, 1993). What is unusual about this work is that it will not allow any extended lunches away from work, or special fringe benefits. Society has always given privilege and special status to the teaching community throughout the world. To be honest in their responsibilities and duties teachers have to use their time and resources in the most efficient way.

The chapter analyses the relevance of time management in class room management for effective

teaching. The major objective of the paper is to evaluate the efficiency with which teachers are using different time management tools in the class room for delivering effective teaching/ learning. The specific objectives of the study include the following.

- i. To identify and analyze the major time management elements that will influence the efficiency of class room management for effective teaching/ learning in YIC;
- ii. To analyze the designation-wise variations in class room time management factors for effective teaching/ learning;
- iii. To assess the importance of teaching experience on effective use of time management for effective class room management; and
- iv. To review the impact of teaching workload on the efficacy of time management for effective class room management and thereby teaching/ learning.

The study is based on a sample survey covering 90 teachers from the Yanbu Industrial College (YIC) in the Kingdom of Saudi Arabia. Simple random sampling was used to collect the data. Around 200 questionnaires are circulated to collect data from among 300 teachers in various departments in YIC including Engineering Departments, General Science Department, Industrial Management Technology Department and English Language Centre; of which only 90 teachers cooperated in the study. Structured questionnaire was used to collect data and major statistical tools such as correlation and chi-square tests are used to analyze the data.

The paper consists of five parts including the introduction. The relevance, objective and methodology of study are briefed in the introductory part. Literature related to Time Management for Teachers are discussed in second part of the paper. The study is based on a Model of Time Management for effective learning, which is discussed in detail in the third part. Data analyses and discussions are included in part four and the inferences and conclusions derived out of the study are summarized in the last part of the paper.

## **1.2 TIME MANAGEMENT FOR TEACHERS**

Time management refers to a range of skills, tools, and techniques utilized to accomplish specific tasks, projects and goals. It encompasses a wide scope of activities, and these include planning, setting goals, delegation, analysis of time spent, monitoring, organizing, scheduling, and prioritizing (Sandberg, 2004). In past, time management referred to just business or work activities, but eventually the term broadened to include personal activities. A time management system is a designed combination of processes, tools and techniques; in a broad sense it involves both planning and execution. Money can be earned back, however the time once gone is gone (Morgenstern, 2004). That is what makes time management a really important activity. There is however no agreed and definite way of time management. It depends on the individual, as how they manage their schedule, and prioritize their activities.

Many experts offered a categorization scheme for the hundreds of time management approaches and among them the most important include the classification from first generation<sup>1</sup> to fourth generation (Lakein, 1973). Teaching

takes time and in school or college, as elsewhere, there's never enough of it. Like any executive responsible for the efforts of others, teachers will find that managing time — teachers and the students' — is one of the biggest challenges. Time management is the thread running through almost all aspects of teaching — organizing the day, organizing the classroom, deciding how long and how often to teach various subjects, recording student progress, or keeping time-consuming behavior problems to a minimum (O'Brien & Tye, 2002). Effective use of teachers' time begins with efficient classroom organization and management — and vice versa. Much of the essentials of classroom life involve time management in some way: paring down paperwork; planning; establishing routines that eliminate wasted time and confusion; using learning centers, independent assignments, and seatwork by giving time to work in small groups; and creating classroom environments that allow students and activities to move smoothly from one activity to the next.

For effective learning teachers want students to engage in productive learning time. This is the time when students are engaged in meaningful and appropriate work. The more productive learning time we have, the more our students will learn. The challenge, of course, is in creating a classroom that maximizes that time. However, we may have less time to teach than we think. Lunch breaks, down-time between lessons and activities, moving from one classroom to another, interruptions, and other periods of non-instructional time account for at least 50 percent of a teaching day. In many classrooms, that figure climbs beyond 40 percent.

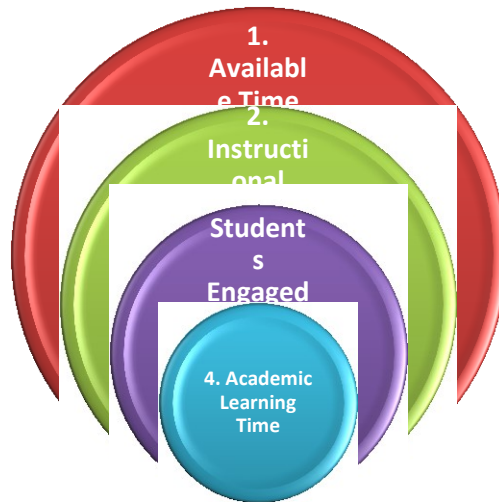
Sandberg (2004) has proposed the following elements of increasing teaching time:

- i. Find out which aspects of teaching day time we can control<sup>2</sup>.
- ii. Schedule solid blocks of teaching time for each day.
- iii. Plan for smooth transitions between lessons and always try to have materials ready for each lesson or activity.
- iv. Assign homework to extend practice time, which should allow students to practice skills they have already learned.
- v. Consider how and when we schedule breaks for maximum efficiency.
- vi. Improve student attendance; attendance has a big effect on teaching and learning time.

The class room time management model widely used (in the paper too) consists of four levels as shown in Figure: 1.1. The first level is the ‘Available Time’, which means the time available for all college activities in a day. The ‘instruction time’ is the amount of time allocated for instruction in a content area; ‘engaged time’ is the amount of time the student is actively engaged in learning tasks; and the ‘academic learning time’ is the amount of time successfully engaged in academic tasks.

Good classroom managers also know how to delegate. Aides, volunteers, and students can handle many classroom tasks and save enormous amounts of time<sup>3</sup>. The number-one time management problem for most teachers is dealing with paperwork. That includes all the reports, tests, attendance forms, graphs, letters, memos, mail, announcements, materials, and requests that consume not only teachers’ time but their desk space as well. Many experts estimate that of all

the pieces of paper that go into our filing cabinets every year, fully 95 percent of it will never come out again or only come out to go into the trash can (Fiore, 2006)! It's obvious that we're *paper packrats*. We hate to throw away anything, and we hoard paper, save paper, move paper from one place (on our desks) to another and file, catalog, and store paper until the proverbial molehill becomes an actual mountain.



**Figure: 1.1 A Class Room Time Management Model**

Ensuring the flow of class activities is also important for effective teaching; flow refers to the way in which learning activities move smoothly and briskly. There's no stop-and-start rhythm to the class, but rather one activity leads naturally into another activity (Morgenstern, 2004). Transitions are those times during the day when we move from one activity to the next. Because students work at different paces and different levels, some may be able to make the transitions faster than others (Charles, 1967). Thus, transition time often leaves openings for misbehavior and disruptions.

Students achieve when they know exactly what is expected of them. Incomplete assignments are often the result of incomplete directions. As a result, time is wasted. It's equally important that students know we are available at all times. The amount of learning that takes place in a classroom is often related to the distance we maintain with our students (Lakein, 1973). Time is saved when we are readily available. Pull-outs also help in managing time for effective teaching. Pullouts are those students who must leave the classroom and may include students who have appointments with the advisors, lessons with makeup class, or instruction for sporting students (Le Blank, 2008). With so many comings and goings, it's often difficult to keep track of everyone, much less teach a complete lesson to every student.

### **1.3 MODEL OF TIME MANAGEMENT FOR EFFECTIVE LEARNING**

The present section is based on a Time Management Model, which emphasize most of the elements we reviewed in the previous section. The model highlights the following four major time management factors that account for effective teaching and learning.

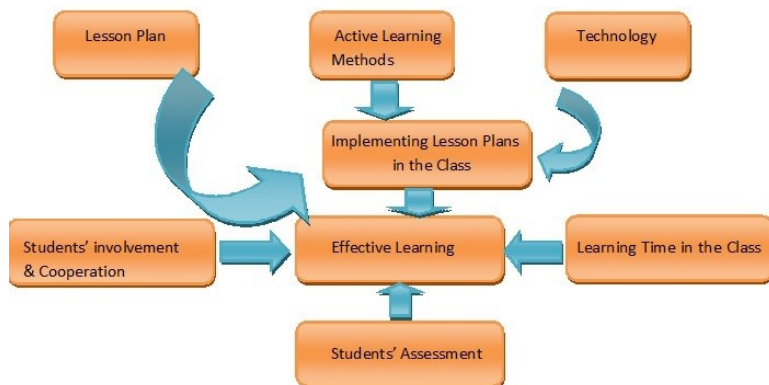
- i. Implementation of Lesson Plans: Effective teaching and thereby effective learning is the result of rational implementation of an efficient Lesson Plan (Collinson & Cook, 2000). Effective implementation of a Lesson Plan is not an accidental event, but is the result of an intended plan, which emanate from the following three elements.
  - a) Preparation of Lesson Plans: Preplanned Lesson Plans are the pre-requisite for effective teaching, which will consider the learning outcomes, learning content,



active learning methods and the application of technology.

- b) Active Learning Methods: Effective learning will be a dream without the application of pre-designed learning activities in the class. Active involvement of students is a pre-requisite for effective learning (Meyer, 2001).
- c) Application of Technology: Modern class rooms without technological applications are unimaginable; technology will help not only in saving time but also in enhancing deep learning.
- ii. Learning Time in the Class: As we discussed in the previous section, accumulating the academic learning really does matter in effective teaching. It requires a practically feasible attempt from both teachers as well as students.
- iii. Students' involvement and cooperation: The cooperation of learners is to a great extent is the result of the attitude of students towards learning and the inspiring behavior of teachers.
- iv. Students Assessment: Both formative as well as summative assessment methods are to be designed properly for effective learning. The Lesson Plan should ensure the availability of sufficient time for effective assessment.

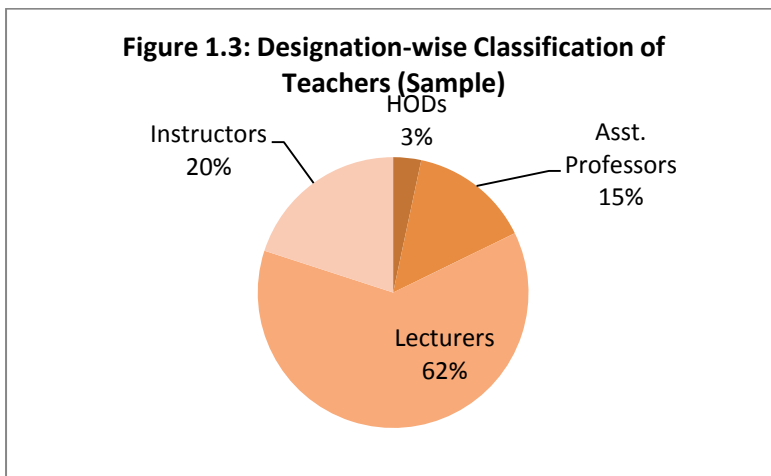
These four factors of time management tools for effective class room management for learning are as shown in the Figure: 1.2.



**Figure 1.2 : Model of Time Management for Effective Learning in the Class**

## 1.4 DISCUSSION AND ANALYSES

Among the teachers, who took part in the study 62% are lecturers and the remaining 38% contribute Heads of Department, Assistant Professors and Instructors. The details of the sample are as briefed in Figure: 1.3 and Table: 1.1. Around 34% of the teachers have more than 20 years of experience in teaching and only 14% have less than 10 years of experience. Teaching work load is an important parameter of efficiency of a teacher in the profession (Forster, 2006). Among the 90 teachers, 63% have more than 15 hours of weekly teaching load.



Source: Primary Survey (2012)

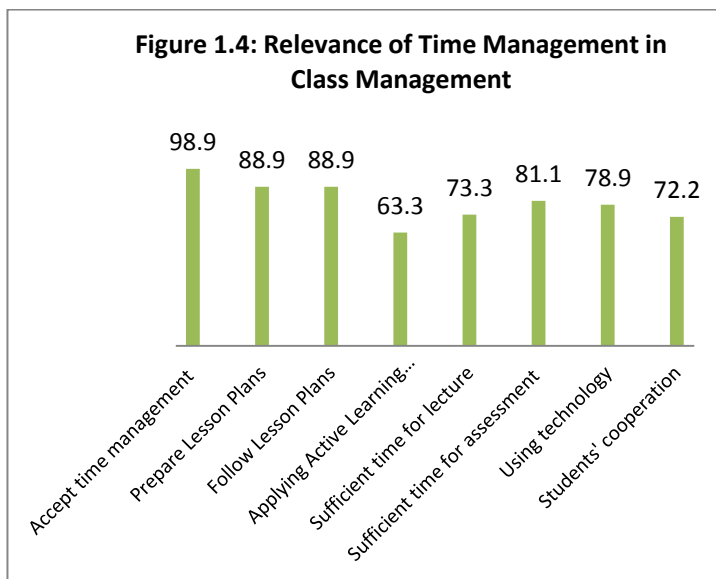
**Table 1.1: Classification of Teachers**

<i>Experience-wise Classification</i>		<i>Teaching Load-wise classification</i>	
<i>Experience (Years)</i>	<i>Numbers</i>	<i>Hours/ week</i>	<i>Numbers</i>
Less than 10 years	13 (14.4%)	Less than 10 hours	7 (7.8%)
11 to 20 years	46 (51.2%)	10 to 15 hours	26 (28.9%)
More than 20 years	31 (34.4%)	More than 15 hours	57 (63.3%)
Total	90 (100%)	Total	90 (100%)

Source: Primary Survey (2012)

Among the teachers who took part in the survey, 99% accept time management as an important instrument of effective class room management for effective teaching/ learning. For details refer Figure 1.4. Around 89% of the

teachers prepare lesson plans and strictly follow it in the class. But, 63% of teachers are using active learning methods for time management in the class and 79% of teachers are using technology to manage time and thereby ensuring effective teaching. Majority of teachers opined in favor of availability of sufficient time for lecture and lab (73%) and for students' assessment (81%). Around 72% are of the opinion that students cooperation helps in proper management of class time.



Source: Primary Survey (2012)

Designation-wise analysis of teachers' time management for effective class room management is as given in Table 1.2. There are no significant variations in time management among the different categories of teachers.

**Table 1.2: Relevance of Time Management in Class Management: Designation-wise Opinion**

Criteria	Designation-wise Opinion of YIC Teaching Staff (%)			
	HoDs	Asst. Professors	Lecturers	Instructors
1. Accept time management as important for class room management	100	100	98.2	100
2. Prepare Lesson Plans	100	92.3	85.7	94.4
3. Follow the Lesson Plans strictly	100	92.3	85.7	94.4
4. Active learning methods helps in time management	66.7	38.5	60.7	88.9
5. Sufficient time allotted for Lecture & Lab	33.3	53.8	73.2	94.4
6. Sufficient time available for assessment of students	66.7	69.2	85.7	77.8
7. Technology is used to help in time management	33	69.2	78.6	94.4
8. Students' cooperation helps in time management	33	38.5	76.8	88.9

Source: Primary Survey (2012)

Application of active learning methods to manage time did not get much attention from among the Assistant Professors (39%), when compared to instructors (89%). Heads of Department and Assistant Professors are of the opinion that the present lecture and lab hours are insufficient (33% and 54% respectively). Even though, 94% of the instructors are happy with the sufficiency of available time for lecture and lab, only 78% supported for the availability of adequate time for assessment. Application of technology to time management found a sequential variation from Heads of Department (33%) to Asst. professors (69%), to Lecturers (86%) and to instructors (78%). Cooperation of students in time management also found such an orderly variation from Heads of Department to instructors. The Chi-square test results for designation-wise time management analysis are given as in Appendix Table 1.1. It could be seen that there is statistical significance recorded only for sufficiency in time available for lecture and lab, and students' cooperation in time management.

Experience - wise opinion of teaching staff is as shown in Table 1.3. Regardless of the experience almost all teachers accept time management as an important tool for effective class management and teaching. There is a significant variation between young teachers (less than 10 years' experience) and experienced teachers on preparation of lesson plans and its implementation in the class; only 62% of the less experienced teachers are preparing lesson plans, whereas the figure goes to 94% for the experienced ones. Regarding application of active learning methods, around 54% of less experienced teachers are using it in the class, whereas the figure goes to 65% for the experienced teachers.

It point towards the need for imparting training in teaching methods for the junior teachers in the college. There are marginal variations among the teachers on the issues such as sufficiency in availability of time for teaching and assessment, application of technology for managing time and cooperation of students in time management for effective learning. The Chi-square test results of experience-wise teaching staff opinion is as given in Appendix Table 1.2. Statistical significance is recorded only for the lesson plan preparation of teachers.

The analysis of teachers' opinion on time management for effective teaching according to teaching load-wise is as illustrated in Table: 1.4. It could be seen that when teacher's load (credit load) increases correspondingly there is a negative correlation with the preparation of lesson plans and its implementation in the class. It point towards the need for rationalization of teaching load among the teachers. However, there is marginal positive correlation between work load and application of active learning methods. Teachers having comparatively lesser teaching load (less than 10 years) opined of insufficiency of time for teaching and lab work. When the teaching load was high, comparatively, higher usage of technology was observed in the analysis. For instance, when the teaching load was less than 10 years, only 57% of the teachers were using technology; the figure gone to 85% when the teaching load was in the range of 10-15 credits per week. The Chi-square test results of teaching-load wise opinion of teachers are as shown in Appendix Table 1.3. Since the expected frequencies recorded are below 5 for more than 25% of the cases, the statistical significance is rejected.

**Table 1.3: Relevance of Time Management in Class Management: Experience-wise Opinion of YIC Teaching Staff**

<i>Criteria</i>	<i>Experience -wise YIC Teaching Staff's Opinion (%)</i>		
	<i>Less than 10 years</i>	<i>10 to 20 years</i>	<i>More than 20 years</i>
1. Accept time management as important for class room management	100	100	96.8
2. Prepare Lesson Plans	61.5	93.5	93.5
3. Follow the Lesson Plans strictly	61.5	93.5	93.5
4. Active learning methods helps in time management	53.8	65.2	64.5
5. Sufficient time allotted for Lecture & Lab	61.5	73.9	77.4
6. Sufficient time available for assessment of students	61.5	84.8	83.9
7. Technology is used to help in time management	76.9	80.4	77.4
8. Students' cooperation helps in time management	61.5	82.6	61.3

Source: Primary Survey (2012)



**Table 1.4: Relevance of Time Management in Class Management: Weekly Teaching Load-wise**

<i>Criteria</i>	<i>Weekly Teaching Load-wise YIC Teaching Staff's Opinion (%)</i>		
	<i>Less than 10 Hours</i>	<i>10 to 15 Hours</i>	<i>15 to 20 Hours</i>
1. Accept time management as important for class room management	100	100	98.2
2. Prepare Lesson Plans	100	88.5	87.7
3. Follow the Lesson Plans strictly	100	88.5	87.7
4. Active learning methods helps in time management	57.1	57.7	66.7
5. Sufficient time allotted for Lecture & Lab	42.9	73.1	77.2
6. Sufficient time available for assessment of students	85.7	84.6	78.9
7. Technology is used to help in time management	57.1	84.6	78.9
8. Students' cooperation helps in time management	71.4	65.4	75.4

Source: Primary Survey (2012)

**Table 1.5: Correlation Analysis Results**

<i>Criteria</i>	<i>Correlation</i>	<i>1. Prepare Lesson Plans</i>	<i>2. Strictly follow Lesson Plan</i>	<i>3. Sufficient time for lecture &amp; lab</i>	<i>4. Applying Active Learning Methods</i>	<i>5. Sufficiency in time for assessment</i>	<i>6. Technological application</i>	<i>7. Student cooperation</i>	<i>8. Importance of time management</i>
1. Prepare Lesson Plans	Pearson R	1	0.669**	0.397**	0.182	0.310**	0.137	0.337*	0.340**
	Sig (2 tailed)	-	0.000	0.000	0.085	0.003	0.196	0.001	0.001
2. Strictly follow Lesson Plan	Pearson R		1	0.437**	0.300**	0.283**	0.088	0.369*	0.274**
	Sig (2 tailed)		-	0.000	0.004	0.007	0.407	0.000	0.009
3. Sufficient time for lecture & lab	Pearson R			1	0.410**	0.503**	0.450**	0.441*	0.195
	Sig (2 tailed)			-	0.000	0.000	0.000	0.000	0.066
4. Applying Active Learning Methods	Pearson R				1	0.326**	0.299**	0.388*	0.136
	Sig (2 tailed)				-	0.002	0.004	0.000	0.200

<i>Criteria</i>	<i>Correlation</i>	<i>1. Prepare Lesson Plans</i>	<i>2. Strictly follow Lesson Plan</i>	<i>3. Sufficient time for lecture &amp; lab</i>	<i>4. Applying Active Learning Methods</i>	<i>5. Sufficiency in time for assessment</i>	<i>6. Technological application</i>	<i>7. Student cooperation</i>	<i>8. Importance of time management</i>
5.Sufficiency in time for assessment	Pearson R					1	0.513**	0.369*	0.240*
	Sig (2 tailed)					-	0.000	0.000	0.023
6.Technologic al application	Pearson R						1	0.332*	0.278**
	Sig (2 tailed)						-	0.001	0.008
7. Student cooperation	Pearson R							1	0.104
	Sig (2 tailed)							-	0.328
8. Importance of time management	Pearson R								1
	Sig (2 tailed)								-

Source: Primary Survey (2012)

The correlation between different factors of time management for effective class room management are shown in Table: 1.5. There is a moderate correlation between lesson plan preparation and factors such as implementation of lesson plan, sufficiency in time for lecture and lab, and students' cooperation in effective class room management. Sufficient time for lecture and lab is the only factor which has moderate correlation with almost all other determinants of time management. Application of active learning methods has got moderate correlation with the sufficiency in time for lecture and lab, and students' cooperation. Sufficiency in time for assessment is moderately correlated with sufficiency in time for lecture and lab, technological application and students' cooperation. However, none of the factors demonstrated strong correlation with the other factors of time management for effective class room management.

## CONCLUSION

Teachers as role model to the students and society at large; need to maintain time management not only to complete their class room tasks on time but also to motivate the students to follow the same in their lives as well in accomplishing duties and responsibilities. The teachers' failure to manage time will affect course delivery, efficiency of teaching, students' learning process, assessments and the academics at large in the long run.

The foregone discussion and analyses in this chapter observed that teachers of Yanbu Industrial College are using multiple time management tools for effective class room management and teaching. It include preparation of Lesson Plans and its implementation in the class, ensuring sufficiency of time for lecture, lab and students' assessment, and application of active learning methods and technology by ensuring the

cooperation of students. The study observed that there is a high awareness among the teachers in Yanbu Industrial College on the importance of time management in classroom management for effective teaching and they are using multiple time management tools in diverse weights in this regard. The major findings of the study include the following:

- i. Among the teachers who took part in the survey, 99% accept time management as an important instrument of effective class room management for effective teaching/ learning.
- ii. There are no significant variations in time management among the different categories of teachers.
- iii. Application of active learning methods to manage time did not get much attention from among the Assistant Professors (39%), when compared to instructors (89%).
- iv. Application of technology to time management found a sequential variation from Heads of Department (33%) to Assistant Professors (69%), to Lecturers (86%) and to Instructors (78%).
- v. There is a significant variation between young teachers (less than 10 years' experience) and experienced teachers on preparation of lesson plans and its implementation in the class; only 62% of the less experienced teachers are preparing lesson plans, where as the figure goes to 94% for the experienced ones.
- vi. Around 54% of less experienced teachers are using active learning methods in the class, whereas the figure goes to 65% for the experienced teachers. These observations point towards the need for imparting training in teaching methods for the junior teachers (less experienced) in the college.

- vii. The study found that when teacher's load (credit load) increases correspondingly there is a negative correlation with the preparation of lesson plans and its implementation in the class. It point towards the need for rationalization of teaching load among the teachers.
- viii. Sufficient time for lecture and lab is the only factor which has got moderate correlation with almost all other factors of time management.
- ix. Application of active learning methods got moderate correlation with the sufficiency in time for lecture and lab, and students' cooperation.

The personal time management is the foundation for building an individual's success. With good time management skills we are in control of our time and life, of our stress and energy levels. We make progress at work and are able to maintain balance between work, personal, and family lives. Remember, time can be your ally or your enemy. It's all in how you look at it. Teach your students how to use it wisely. You'll be more in control of your classroom—and your life.

## NOTES

1. First generation include reminders (based on clocks and watches, but with computer implementation possible) that can be used to alert of the time when a task is to be done; second generation means planning and preparation (based on calendar and appointment books) including setting goals; and third generation consists of planning, prioritizing, controlling activities on a daily basis. This approach implies spending some time in clarifying values and priorities. Fourth generation is intended to be efficient and proactive (using any tools above) by setting goals and

roles as the controlling element of the system and favors importance over urgency.

2. In some institutions, teachers discover they can change the scheduling of class periods, pull-out programs, extra-curricular activities, planning time, and outside interruptions.
3. Learn to use these valuable helpers. They can make instructional games and resources, keep bulletin boards current, monitor seatwork and learning centers, read stories to the class, and assist in testing. They can also help with clerical and housekeeping duties (those the students can't do for themselves). And their assistance with field trips, special programs, and class parties is invaluable. Volunteers are another valuable asset; generally they can do anything that the aides do — with our supervision and guidance. Volunteer programs not only give teachers much-deserved help, they can also improve home-class relations.

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