Time management skills of teacher educators

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Introduction

One of the biggest challenges teacher educators face is managing their time. Because of the very nature of their job, teacher educators are often bombarded with competing demands on their time from staff, internal/external customers and management. Unmanaged, these demands can prove to be overwhelming. Yet, the ability to identify and focus their attention on the most important tasks is often the difference between successful or unsuccessful teacher educators. Consequently, as a teacher educator, the ability to successfully manage your time is one of the most important skill sets you need to develop.

Time Management is more than just managing time. It is about controlling the use of the most valuable - and undervalued - resource. It is managing oneself in relation to time. It is setting priorities and taking charge of the situation and time utilization. It means changing those habits or activities that cause waste of time. It is being willing to adopt habits and methods to make maximum use of time.

With good time management skills teacher educators are in control of their time, stress and energy levels. They can maintain balance between their work and personal life. They find enough flexibility to respond to surprises or new opportunities. It is not how much time they have, but rather the way they use it. The bottom line is how well they manage time.
Poor time management shows up by way of one or a combination of typical perceptible symptoms. Constant rushing, frequent delays, low productivity, energy and motivation, frustration, impatience, chronic vacillation between alternatives, and difficulty setting and achieving goals are some indicators of poor time management.

Time management is the process of planning, organizing and controlling time in order to avoid wasting of work time (Marsh, 1991)

Types of Time Managers

Following types of teacher educators are classifies on the basis of their time management skills:

The Firemen - For them, every event is a crisis. They are always seen busy dousing the fires. They find scarcely any time for anything else and do not spare a thought on time-management. Tasks keep piling up around them, while they are seen rushing from fire to fire all day.

The Over-Committers – They just cannot say ‘No’ to anybody. They oblige and try to please everybody. All that anyone has to do is just ask, and they will chair another committee, take on another project, or organize yet another community event. Consequently, none of the tasks receives complete attention and remains half-done.

The Aquarians - There is such a thing as being too “laid-back” - especially when it starts interfering with their ability to finish tasks or bother to return phone calls. Getting to things that is when they get to them is not time management; it is simple task avoidance.

The Chatty Kathys - Born to socialize, they have astounding oral communication skills and cannot resist exercising them at every opportunity. Every interaction becomes a long drawn out conversation - especially if there is an unpleasant task dawning that they would like to put off.

The Perfectionists – Exactitude is their watchword, and they feel that no rushed job can be a good job. Finishing tasks to satisfaction is such a problem; they need more time zones, not just more time.

Objectives of the Study

Following are the objectives of the study

- To study the time management skill used by teacher educators on the basis of gender
- To compare the time management skill used by teacher educators on the basis of gender
- To study the time management skill used by teacher educators on the basis of type of college
• To compare the time management skill used by teacher educators on the basis of type of college
• To study the time management skill used by teacher educators on the basis of years of experience
• To compare the time management skill used by teacher educators on the basis of years of experience
• To ascertain the relationship between time management skill and years of experiences of teacher educators

Hypotheses of the Study

Following are the hypotheses of the study

• There is no significant difference in the time management skill of teacher educators on the basis of gender
• There is no significant difference in the time management skill of teacher educators on the basis of types of college
• There is no significant difference between time management of teacher educators on the basis of years of experiences
• There is no significant relationship between time management of teacher educators and their years of experience

Design of the Study

The present study is a descriptive research of correlational and comparative type. This method of research attempts to describe and interprets the time management of teacher educators. It compares the time management on the basis of gender and years of experience. This study also finds the relationship of time management with their years of experiences. The sampling technique used by the researcher was simple random sampling method. The final sample size consisted of 65 teacher educators. A readymade checklist by Jo Gibney’s on Time Management Scale (2006) was used as a tool which comprised of 27 questions. The question is yes and no type, where no is assigned 0 marks and yes is assigned 1 marks. The minimum marks from the checklist suggest good time management skill, whereas highest marks obtained suggest need for improvement in time management required.
Analysis of Data

Collection of data present merely as stock of facts unless it is analyzed and interpreted properly. When different techniques of analysis are applied of these facts, these begin to speak. The analysis of the complex factors into the simplest ones and their interpretation fulfills the desired purposes and objectives.

Descriptive Analysis: Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis was used to describe the data.

Inferential Analysis: ANOVA, t-test and correlation was used to test the hypotheses.

Findings of the Study

Hypotheses were tested and the results were interpreted.

Table 1: Gender Wise Difference in the Time Management Skill of Teacher Educators

<table>
<thead>
<tr>
<th>Teacher Educators</th>
<th>Mean</th>
<th>S.D.</th>
<th>Obtained t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>9.43</td>
<td>4.65</td>
<td>3.44*</td>
</tr>
<tr>
<td>Female</td>
<td>5.82</td>
<td>3.53</td>
<td></td>
</tr>
</tbody>
</table>

#Significant at 0.01 level

Table 1 reveals that the calculated value of ‘t’ for time management is greater than the tabulated ‘t’ value at 0.01 level. Hence the null hypothesis is rejected and it is found that there is a significant difference in the time management skill of male and female teacher educators.
Table 2: Type of College Wise Difference in the Time Management Skill of Teacher Educators

<table>
<thead>
<tr>
<th>Type of College</th>
<th>Mean</th>
<th>S.D.</th>
<th>Obtained t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aided</td>
<td>5.44</td>
<td>2.23</td>
<td>2.56*</td>
</tr>
<tr>
<td>Un-aided</td>
<td>8.21</td>
<td>5.00</td>
<td></td>
</tr>
</tbody>
</table>

*Significant at 0.05 level

Table 2 reveals that the calculated value of ‘t’ for time management is greater than the tabulated ‘t’ value at 0.05 level. Hence the null hypothesis is rejected and it is found that there is a significant difference in the time management of teacher educators of aided and unaided colleges of education.

Table 3: F ratio for Time Management of Teacher Educators on the Basis of Years of Experience

<table>
<thead>
<tr>
<th>Groups</th>
<th>Source of variation</th>
<th>df</th>
<th>Sum of Squares</th>
<th>Mean Square (Variance)</th>
<th>Obtained F-ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 5 Years</td>
<td>Among Means</td>
<td>2</td>
<td>28.52</td>
<td>14.26</td>
<td>0.80@</td>
</tr>
<tr>
<td>5-10 Years</td>
<td>Within Groups</td>
<td>62</td>
<td>1,099.70</td>
<td>17.74</td>
<td></td>
</tr>
<tr>
<td>&gt;10 Years</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

@ Not Significant

Table 3 reveals that F ratio for the scores time management for the three levels of years of experience does not equal or exceed the tabulated F-ratio at 0.05 level. Thus the null hypothesis is accepted and it was found that there is no significant difference in the time management skill of teacher educators based on their years of experience.
Table-4: Co-efficient of Correlation between Time Management Skill and Years of Experience of Teacher Educators

<table>
<thead>
<tr>
<th>Variables</th>
<th>Co-efficient of Correlation ‘r’</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Management Skill</td>
<td>0.08@</td>
</tr>
<tr>
<td>Years of Experience</td>
<td></td>
</tr>
</tbody>
</table>

@ Not Significant

Table 4 reveals that there is positive and negligible correlation between time management skill and years of experience of teacher educators. This relationship is not significant. Thus a null hypothesis is accepted.

Table-5: Co-efficient of Correlation between Time Management Skill and Three Levels of Years of Experience of Teacher Educators

<table>
<thead>
<tr>
<th>Groups</th>
<th>Co-efficient of Correlation ‘r’</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;5Years</td>
<td>0.032*</td>
</tr>
<tr>
<td>5-10 Years</td>
<td>0.453*</td>
</tr>
<tr>
<td>&gt; 10 Years</td>
<td>0.225*</td>
</tr>
</tbody>
</table>

*Significant at 0.01 level, @ Not Significant
Table 5 reveals that there are positive and low correlation between time management skill and years of experience of teacher educators for the groups less that 5 years and greater than 10 years. These relationships are not significant. Thus null hypotheses are accepted. However there is a positive and moderate correlation was found between time management skill of teacher educators and years of experience of teacher educators for 5 to 10 years group. Thus a null hypothesis is rejected in this case.

**Discussion**

The study found a significant difference in the time management skill of male and female teacher educators. The mean score of male teacher educators is greater as compared to female teacher educators. This means that female teachers have less hindrance in managing their time or they have better time management skill as compared to male teacher educators. This may be because female employees are managing their time well for home as well as workplace. This finding is reverse of result of the study done by Al-Jaradat O.M. and Jadallah N.A.H. (2011) where they found that male employees were more aware of time management skill as compared to female counterpart. This study also found a significant difference in the time management skills of teacher educators of aided and un-aided colleges of education. Teacher educators from aided college of education have greater time management skill as compared to teacher educators from un-aided college of education. A no significant difference was found between time management skills of teacher educators on the basis of years of experience. This finding is not in the line of the finding of the study done by Abo El-Komson W.M.R. and El. Gebaly T.O.A. (2010) where they found that there were significant differences between the three experience levels from 1 to 5 years, from 6 to 10 years and over 10 years on time management skill. However a no significant relationship was found between time management skill of teacher educators and their years of experience. But a significant relationship was found between time management skills of teacher educators and years of experience for level 5 to 10 years. The finding of this study support the results of Al-Jaradat O.M. and Jadallah N.A.H. (2011), experience level 6 to 10 years make effective use of time management skill.

**Recommendations from the Study:**

1. **Proper Planning:** Failure to see the value of planning and getting impatient to get something done are the causes of poor planning. Absence of a plan of action is likely to trigger off a false start, resulting in unproductive time utilization on the critical path of the task being undertaken. Consequently, the teacher educators might not find enough time for completing the task. There the teacher educator should do proper planning for and every activity either it small or big.
2. **Task Management:** Most often, poor time management is an offspring of lack of prioritization of tasks. As a result of the inability to distinguish between the urgent, the important and the unnecessary tasks, unimportant tasks are likely to get done first at the cost of important tasks. Consequently, the teacher educators are not likely to find enough time to get around to the important things. Therefore the teacher educators should do the task management. They should prioritize the task in accordance to their importance and urgency and accomplish them accordingly.

3. **Procrastination:** It is easy to put off tasks if they are not due right away. The trouble is, tasks pile up and can force teacher educators to run into a time crunch later. Procrastination is generally triggered off by the fear of failure / success, perfectionism, wanting to do it all or incorrect priorities. It is a virtue to want to do a good job. But some teacher educators become so anxious about getting a job done perfectly that they never complete it. Teacher educators should examine whether their efforts to get the job done perfectly are really improving things or preventing them from getting the job done.

4. **Avoid Interruptions:** Interruptions and distractions arise due to lack of planning, poor concentration and lack of control over environment. They are unnecessary thieves of a teacher educator’s time and come in many forms – drop-in visitors, telephones, e-mails unscheduled meetings, poor communications and confused chain of authority etc. Teacher educators should be less willing to automatically give away their time just because they demand it. They should learn to avoid distractions if they are to get work done. They should work in areas where they are less likely to be disturbed and tell people when they are busy and cannot be disturbed.

5. **Delegating the Work:** Wanting-to-do-all by oneself is yet another thief that could let the teacher educators lose control. They feel that employees can never do anything as well as they can. They fear that something will go wrong if someone else takes over a job. They lack time for long-range planning because they are bogged down in day-to-day operations. Teacher educators should delegate the work which can be efficiently done by subordinates or other colleagues.
6. **Avoids Unnecessary Meetings:** If a meeting is held without a specific agenda and nothing productive comes out of it, clearly that meeting was unnecessary. Obviously, such meetings are thieves as the time is wasted and things just do not get started. Therefore teacher educators should avoid unnecessary meetings.

7. **Schedule:** Teacher educators often waste much time because of disorganization. Keeping things that they need in a specific place, eliminating clutter, making sure that they have all the materials or information that they need before starting on the task and following a day-planner or schedule will help keep the ‘shuffling blues’ away at the work place.

8. **Good Physical Setup:** Not having the things that the teacher educators need frequently within easy reach and having a lot of the things that they seldom require close-by results in wastage of a lot of time, wearing out the carpet, retrieving what they frequently need. And of course, as they pass others they will often pull them aside to steal some of their time. Good time management needs good working environment and setup.

9. **Good Networking:** Quality relationships with staff and others can be a substantial time-saver as they open doors for the managers with all kinds of opportunities. Failing to develop a good network base will cause them to waste time creating what they might have had through their network.

10. **Good Attitude:** Nothing sinks a day more effectively than having a poor attitude. It causes the managers to dwell on the problems and not the solutions and makes it possible to throw the day away. When they are burdening others with their problems and complaints they are forfeiting their valuable time. The teacher educators should develop good attitude toward work.

11. **Avoid Negative People:** Being surrounded by negative people could mean the teacher educators are spending a lot of their time listening to them but getting nothing much or purposeful from them. Obviously, avoiding such people will help the teacher educators to minimize wasted hours and get some of their productive time back.
References


