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the case of North Mecha Woreda Secondary Schools

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Teachers' Time Management Practice: the case of North Mecha Woreda Secondary Schools

BY

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A thesis Submitted to Department of Educational Planning and Management in Partial Fulfillment of The Requirements for The Master of Art in School leadership

Advised By:

Matebe Tafere (PHD)

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Bahir Dar, Ethiopia

DECLARATION

I, Mengistu Dagnaw, do hereby declare that, this thesis is my own work and it has not been submitted for any academic award in any other university for a similar or any other degree award. In compliance with internationally accepted practices, I have dually acknowledged and refereed all materials used in this work.

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Signature

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Date

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Table of contents

Contents **Page**

List of Tables

Table **Page**

ACRONYMS AND ABBREVIATIONS

MOE Ministry of Education

OCED The organization for Economic Co-operation and Development

USAID United State Agency for International Development

ABSTRACT

The main purpose of this paper is to examine teachers' time management practice in North Mecha Woreda secondary schools. Hence, 282 samples are drawn from all six secondary schools. Accordingly, Stratified sampling was used for teachers and comprehensive non-probability sampling was used for instructional leaders (department heads, vice-principals and principals) (218, 50, 8, 6). Hence, Out of 276 questionnaires, 258 had been filled and returned which makes the response rate 93.4%. In this study, both quantitative and qualitative design was used. Questionnaire, interview, document examinations and observation were constituted as data collection instruments. Questioners were asked for teachers, vice-principals and department heads and interview were conducted only for school principals. Descriptive and inferential data analyses were generated. One-sample t- test and independent t-test was computed and tested to measure and analyze the quantitative data. On the other hand, the rest qualitative data like interview, observation and document examinations was computed through qualitative thematic analysis. The study found out that the prevalence of teachers' time management in North Mecha woreda secondary schools was very low. Meanwhile, the study revealed that teachers attend school an average of 75.6 percent of the time; in rural schools that have no shelters 63.7 percent of teachers were late comers; about 25.6 percent of teachers, which is more than 1 in 4 teachers, were found outside the classroom during their period. Moreover, teachers' time management has been characterized by, poor prioritization, failure to accomplish planning, scheduling, and executing as well. According to the findings, teachers' time has been greatly wasted because of lack of time discipline, personal problems, disorganizations and lastly attitudinal problems respectively. The researcher recommended that secondary school teachers must give special emphasis about prioritizing, planning and excusing improving their time management practice.

Key terms: Time management practice, time management challenges, prioritizing, planning and excusing.

CHAPTER ONE
INTRODUCTION

1.1 Background of the Study

Time is to be deemed very substantial to human beings as age and capital; especially that entire human life is made of time segments, which mean the second that is gone is going to shorten the human life and make the death nearer. The whole life is a test to see who deserves the paradise in the judgment day, so exploiting the time to fulfill ambitions is of great importance in both worldly life and in the hereafter (Algaradawi, 2003, p14 as cited in Tesfaye.N(2019).

Remember that time management is really life management. Good time management and personal productivity start with appreciating, your life and every minute of it. You should tell yourself, my life is precious and important, and I cherish every single minute and hour of it. I will use these hours properly so that I can get the best cut of my life, in the time that I have." (Tracy,B., 2014).

Your ability to manage your time as much as any other practice in your career as an executive; will determine your success or failure. Time is the one indispensable and irreplaceable resource of accomplishment. It is your most precious asset. It cannot be saved, nor can it be recovered once lost. Everything you have to do require time, and the better you use your time, the more you will accomplish, and the greater will be your rewards (Tracy,B., 2014).

Many authors have defined time in different ways but have had similar meanings. As stated in Zafarullah ,Mumtaz , Uzma , Abidaand Humera (2016), time is not only a precious and crucial thing but also the blessing of the Creator in the world, which never waits for any one. The authors also added that time settles each hurdle and difficulty of any system with its pace, speed and direction. Time is the second name of care and cure that solves as well as resolves the difficult and impossible problems and matters of the people and the nations of the world. Accordingly, we can understand that time is the only and most crucial resource that has been given equally for everyone to be utilized wisely. They also justified that time is probably the most valuable asset available to people and organizations to understand the process of the management of time and

the contribution of one's to the success of personal and professional lives. However, as any other asset it may be wasted if it is not valued.

Time is a limited resource that we have as the other resources. Everybody has 24 hours in a day and 7 days in a week. People cannot save, lend or change the time by no means. In this case, it is the best to use the time in the most efficient way (Scoot, 1995 as cited in Cemaloğlu and Filiz, .2010). Everything at every level from the simplest activity to the most complex ones is planned, implemented, developed and assessed in time (Can, 2000 as cited in Cemaloğlu and Filiz, .2010 as reported in the Concise Oxford Dictionary, 2011; Webster's New World College Dictionary, 2010). Time is critical for providing human beings opportunities to think about their status, conditions and environment and to make, change, create and maintain various systems. Time can be strong, transparent and practical, comprising rules that govern our daily lives and help members of society achieve success. Since proper implementing rules and regulations is critical for both individuals and nations, time is considered a great cure for all types of problems.
With time, people can overcome all hurdles, issues and difficulties, sometimes even turning sorrows into happiness (and vice versa).

Overall, Time is described as a measure of the duration and order of events in the past, the present and the future. Time is a priceless resource and continues to pass by without coming back. Time itself cannot be managed because it is an inaccessible factor rather task in line with time (Scoot, 1995 as cited in Cemaloğlu and Filiz, .2010).

Since the definition of time has been already discussed, it is better to briefing about the basic issue of the study called time management. In this regard many authors have discussed the need of time management for better incorporating time in theoretical models and research designs as people can manage their time and improved their efforts to make their working environment supportive. Among them, the most common had been presented here.

The concept of time management started with industrial revolution and became the modern notion of doing things effectively and efficiently. Hence, its importance has been increasing from day to day. Effects of time management are a panacea to organizational effectiveness. It is difficult to measure time management practice, but largely depends on the outcomes of employees' performance (Chanie, M. G., Amsalu, E. T., &Ewunetie, G. E. (2020).

Time management practice is the act of influencing one's key behavioral dimensions to complete as many tasks as possible within a given time period. Such behavioral dimensions include organization of work and continuous application of time management techniques as a habit (Chanie et al.,2020).

According to Donaldson, "the aim of good time management is to achieve the lifestyle balance you want". Good time at work means doing high quality work, not high quantity. Good time management such as setting goals and priorities as well as scheduling and delegation of tasks can facilitate productivity and success, contributing to work effectiveness, maintaining balance and job satisfaction. In contrast, poor time management has been associated with poor work quality, low productivity, negative influence on career path, and high stress levels (Chanie et al.,2020).

According to Felton (2009, cited in *Lualhati, 2019),* time management is the process of planning and exercising conscious control of time spent on specific activities, especially to increase effectiveness, efficiency or productivity. Further, Contrell (2013) defines time management as a juggling act of various demands of study, social life, employment, family, and personal interests and commitments with the finiteness of time (as cited in *Lualhati, 2019).* From those definitions, we can understand that Using time effectively gives the person a "choice" on spending/ managing activities at their own time and expediency. Zafarullah et al., (2016) defined time management is the maximum use of time for the productivity and achievement. The authors also added that it concerns with the management of schedules of work with advanced planning, organizing and implementation in order to achieve the aims and objectives of their and the organizations.

According to Zafarullah et al., (2016), it is human nature to waste time according to their interests and easiness in order to deviate from the work and responsibility in any organization. However, on the other side some people have good time management skills to develop their habits to get success in their life. However, others have developed poor habits related to time, which are not proclaimed or admitted by the people as weaknesses. Therefore, if time is managed properly according to needs and the requirements of the matters and phenomenon of any one then no one can stop to be successful.

Further, Forsyth (2010, cited in *Lualhati, G. P., 2019)* suggested that keeping work–life balance is one of necessitates to efficiently and effectively manage the limited resources and available time. Effective time management increases an individual's confidence and makes one self-assured. Fleming (2011 cited in *Lualhati, G. P., 2019)* said that individuals who can accomplish tasks within the stipulated timeframe could make their life improved and balance not only in their organization as well as amongst their peers and family.

Teaching takes time. In addition, in school, as elsewhere, there is never enough of it. Like any executive responsible for the efforts of others, you will find that yours and the students' managing time is one of your biggest challenges (Fleming 2011 cited in *Lualhati, G. P., 2019).*

Many scholars defined time management in teaching and learning context. According to Bilbao (2009) time management has been defined as the process of scheduling, goal setting, prioritizing tasks, managing paperwork, and managing interruptions may be executed by the teachers to meet the demands of their job (cited in Cemaloglu,N., &Filiz, s. 2010). According to AL-Zoubi,M.M, (2016)teachers' time management is beyond utilizing the allocated time rather it includes organizing the day, organizing the class, deciding how long and how often to teach, recording students' progress or keeping time consuming behavior problems to a minimum.

Working as a teacher requires excellent time management skills. Teachers need to balance the long-term goals of the classroom, the immediate educational needs of the students and the large volume of paperwork that comes with every assignment. Between writing lesson plans, grading exams and actually teaching, teachers often feel that it is impossible to fit everything into the allotted period (Ami, David, Farbman, Claire &Roy, 2015cited in Condrad,J., 2018).

The authors also added that although the career path seems to have too much work for the number of hours in a day, it is possible to manage the situation and clear extra time in the classroom and outside of class. With effective time management skills, teachers can increase their productivity and provide a better education for their students. Consequently, a teacher who can manage his/her time well implies a well-managed classroom. Hence, he can provide an environment in which teaching and learning can flourish smoothly, resulting to positive academic achievement of the students. Moreover, the teacher can keep up with the educational

needs of every student, manage urgent situations immediately and avoid falling behind when unexpected situations arise.

Little research has captured the time devoted to learning once school closures, absenteeism, and daily time loss are taken into account. Accordingly, research by Abadzi,H. (2009), showed that once these variables were accounted for only 63 percent, 39 percent, 71 percent, and 78 percent of the official days of instruction remained for learning in Brazil (Pernambuco), Ghana, Morocco, and, Tunisia, respectively.According to, Abadzi and Helen (2009) students in developing countries are often taught for only a fraction of the intended number of school hours. Time is often wasted due to informal school closures, teacher absenteeism, delays, early departures, and poor use of classroom time.

Since the 1970s, attempts have been made in several countries to measure the use of instructional time in schools and its impact on student achievement. Studies have been of variable quality and have used different definitions and methods. However, they have consistently shown that significant amounts of time are lost and that the amount of time spent engaged in learning tasks is related to student performance. The large losses in many countries raise issues of governance, monitoring, and validity of economic analyses. Refining time-loss measurement methods and disseminating policy implications may improve the efficiency of educational systems worldwide. Therefore, effective time management system should be designed and properly implemented by teachers (Destefano, Elaheebocus and Joe, 2010).

Effective time management is believed to bring either direct or indirect improvements in students' cognitive, psychomotor and affective skills (AL-Zoubi,M.M, 2016). Nevertheless, in our country context, its implementation does not seem in line with the way that satisfies students' needs. The researcher has also observed in their daily work experience in time of being education experts and has seen that teachers have not inspired in time management practices. Although the career path seems to have too much work for the number of hours in a day, it is possible to manage the situation and clear extra time in the classroom and outside of class. Therefore, with effective time management practices, teachers can increase their productivity and provide a better education for their students.

According to Ethiopian MoE standard (2021), obliged that one teacher have to spent in the class at least 20 hour per week. Furthermore, teachers are needed to efficiently spend a total of 8 hours per day with in the school.4 hours in teaching learning activities, 4 hours on professional development and co-curricular activities. For teaching learning activities i.e. 4 hours must be allocated for classroom, activities as well as 4 hours must be allocated out of classroom activities that enable to fill the gaps of teaching learning activities. Rather, the researcher has intended to focus the time management of teachers on their instructional time.

With the aforementioned importance and benefits of well-managed time to the teachers, the researcher came up with a study to reveal the time management practices of teachers in North mechaworeda secondary schools during the academic year 2021/2022. It is the utmost intention of the researcher to strengthen their time management practices, which will help them to become more effective and efficient professional and individuals. Therefore, the main purpose of this research was to assess teachers' time management practices in case of North Mechaworeda secondary schools.

1.2 Statements of the Problem

Time Management refers to making the best possible use of available time. Managing time well enables an individual to do the right thing at the right time (Zafarullah et al., 2016).

The term Time Management is a misnomer. You cannot manage time; you manage the events in your life in relation to time. You may often wish for more time but you only get 24 hours, 1,440 minutes or 86,400seconds each day. How you use that time depends on skills learned through self-analysis, planning, evaluation, and self-control. Much like money, time is both valuable and limited: it must be protected, used wisely, and budgeted (Tracy, B. (2014).

There is prevalent lack of time management culture in many societies especially in developing countries including Africa, which may be detrimental to both the organization as well as the employees. Particularly, unpunctuality is seems to be culture of Ethiopian society. For example when I am growing, I have been hearing the common proverb called " yehabeshaketero" that means " Ethiopian appointment". According to my experience, It has common to set appointments well in advance (1-2 hours) of the actual beginning time. I remember the time

when my mother was giving food to us before we want to ceremony. Moreover, I asked her why she would do such a thing; she replied that she did not want to see we are gonging to be starved until guests arrive. In addition to this, I remember the times when most woreda meeting has been starting by delaying at least one hour from the actual time. Hence, all of these have been happening because of our time management culture.

Indeed, most people feel like they have too much to do and not enough time and they blame lack of time for their unachieved goals, poor performance and low productivity (Tracy, B. (2014).

Nobody can deny the importance of time management in any sort of activities. Globally, teachers have to perform many tasks and activities for creating an effective and efficient teaching-learning environment. Therefore, these indicate that usually teachers in Ethiopia face failure in appropriate time management skills during teaching sessions. They find a serious constraint to manage the proper time during teaching in order to improve the effective learning among the students (Zike, W. M., &Ayele, B. K. 2015).

However, time management is not only unfocused activity by teachers but also forgotten activity in the school even by the school principals (Tracy, B. (2014). This implies that teachers' time may be affected by the teachers itself and by external bodies as well, this study will focus on teachers' time management practice. Although, the way teachers manage their time, as worker is important from various policy Perspectives, the literatures have paid little attention to this issue. As far as my capacity allowed no large-scale study has been examined about how teachers could manage their time. However, few studies have been conducted about the absenteeism rate of teachers, the frequency of school is open every day, that teachers are present, and that students spend an increasing amount of time on task, and the extent to which teachers engage on the instructional activity when they present in the school . Therefore, we can see the finding of different studies as follow:

Moreover, Studies conducted by Abadzi (2009) showed that teacher absence rates between 11 and 27 percent in Bangladesh, Ecuador, India, Indonesia, Peru, Uganda, and Zambia.

Additionally, the early research Studies conducted by World bank study by Guerrero, Leon, Zapata, Sugimaru, and Cueto (2012) found national averages of teacher absenteeism in developing countries that range from 3 percent in Malawi to 27 in percent in Uganda.

Teachers have even been wasting the schooling time when they could have been attending the school. Organization for Economic Co-operation and Development (2015) studied that on average across countries, teachers spend **half** of their working time on non-teaching activities and 13% of their teaching time keeping order in the classroom. Accordingly, this implies that teachers' time management has been global problem.

The study was conducted by JGillis,&JJ Quijada. (2008), in four countries USAID collaboration with CARE in Honduras and with Save the Children in Ethiopia, Guatemala, and Nepal;. The study drew samples of 24 schools in Ethiopia and tried to show that a series of issues related to school effectiveness and the optimization of opportunity to learn such as ensuring that the school is open every day, that teachers are present, and that students spend an increasing amount of time on task. Accordingly, the study prevailed that in Ethiopia, no school in the sample was open every day. Many schools initiated the school year after the official start date and most were closed additional days. At least 2 of the 24 schools were open less than 90 percent of the days available for instruction. One school had been closed for nearly all of the first three months of the school year. Eventually, only 34% (the equivalent of 69 out of 203 days) had been used for instruction.

The study also prevailed in Ethiopia teachers attended school an average of 80 percent of the time. This implies that on average one teacher have been absent from the school at least 40 days in a single year.

Additionally, the study by J Gillis,&JJ Quijada. (2008), suggested that the presented teachers even have been optimizing less than 50 percent of the equivalent available days for instruction as well as students were on task only 41 percent of the time. Accordingly, it is possible to say that teachers' time management practice in Ethiopia needs to be given special attention. Moreover, it has been seeking further studies in this discipline.

The World Bank studied in Ethiopia by Bereket and Wendmsyamregne (2015), drew sample 347 schools the results show that, teachers, who had absence from school, were 12 percent, which is relatively low at national level, compared to other African countries. This implies that 78 percent of teachers were present in the school. On the other hand, among the presented teachers, only 51 percent were found in the classroom and they had been teaching. However, about 27.7 percent of teachers, which is more than 1 in 4 teachers, were found outside the classroom although they were in the school. Almost 7 percent of the teachers who were present in class were found not engaged in the normal teaching-learning process, as verified from their lesson plans. Teachers in classroom but not teaching this indicator further assess what the teacher is actually doing even when she/he is present in the class. The study prevailed that Ethiopia seems to be better off compared to other African countries regarding to teacher absence rate (both from school and from classroom) is fair at the national level. However, the results varied by location as urban schools have more teacher absence rates compared to rural schools. This may further suggest that absenteeism may have different characteristics in each of the regions, requiring further study with regional representative data (Bereket and Wendmsyamregne, 2015).

Although teacher absence rates for the country is low, Ethiopia needs to step-up measures that would further control teacher absence even beyond the current levels. The education sector continues to claim a large share of total government expenditures, and within the sector, recurrent costs are typically the largest share of expenditure. An absenteeism rate of around 12 percent brings about heavy burden on the entire education system in Ethiopia given the huge amount of resources going to staff salaries (Bereket and Wendmsyamregne, 2015).

According to the findings, Teachers' time management in North mecha secondary schools were problematic, which encountered complain from students. Subsequently, there were a numbers of students who have risen complains about the practice of their teachers' time management. According to North Mecha Woreda Educational quality assurance and inspection assessment (2020), from the three secondary schools, which had been assessed in the woreda, teachers had wasted at least 10% of their annual time and no teacher had been all schooling days. Therefore, this showed that the practice of teachers' time management had not been in the position to satisfy students. This was the very reason ignited the researchers to conduct this study.

Indeed most previous studies about this issue had many **gaps**. For instance, there were no large-scale studies about teachers time management globally particularly in Ethiopia. Beside this, the studies focused on teachers' attendance rate. In addition to that, that it had methodological gap. It had been analyzed by percentage. This paper is as much as possible tried to fill the gap of the previous study. Accordingly, this study is different from the previous study by its scope, methodology and objectives.

The main intention of this study was to assess the time management practice of teachers. Achieving this goal is crucial to bring quality education in Ethiopia. MoE cascades time allocation for all educational structures, but has not assessed the practical implication of it. Moreover, the researchers had been experienced in their daily work exposure that students had raised a question that they had missed many classes due to poor time management practice of teachers. This showed that teachers' time management practice have arbitrarily being implemented.

The problem of this study lies in the weakness of time management and the existence of too much of leisure time for teachers, which, in turn, will lead to low academic achievement on students. Hence, a planned exploitation to teacher's time must be paid a great attention especially with the prevalence of time waste in the school environment. Therefore, there is an urgent need to study teachers' time management practice in North mecha woreda secondary schools. This idea ignites initiates the researchers to conduct the study. Accordingly, the study has been conducted to answer the following questions.

- To what extent do teachers manage their time in the case of North Mecha woreda secondary schools?
- What challenges do teachers encounter in time management practices?
- Is there any significant difference between teachers and instructional leaders (department heads and vice principals') view on teachers' time management practices?

1.3 Objectives of the Study

This study aim to reveal that time management practices of teachers in North mechaworeda secondary schools during the academic year 2021-2022. Specifically this study was designed:-

- To examine the extent of teachers time management practice
- To assess and describe the challenges that encounter teachers to practice managing their time.
- To compare difference between teachers, and instructional leaders (department heads and vice principals) view on teachers' time management practices.

1.4 Significance of the Study

The significance of the study was to:

- Know the practice of teachers' time management as well as the challenges that have been facing teachers to practice time management. Eventually, it helps to identify the external and internal factors that affect teachers' time management additionally each responsible bodies enable to take corrective actions.
- Enable teachers, woreda education office and schools to develop and make appropriate strategies to bring effective time management. Particularly this research was benefit teachers that may learn how to manage their time. Teachers enabled to have an example of how to incorporate time management skills into their classroom both as a way to help pace students and how to have students be accountable and reflect on their time on task.
- Enhance students' achievement by proper optimization of the allocated instructional time.
- Give information to other researchers who will conduct research in this area.
- Enable policy make to design teachers' time management strategies.

1.5 Delimitation of the Study

There were many issues, which needed to be assessed in research, but the problematic and almost never researched in the woreda was related with the practice of teachers' time management, as it was the core issue to bring quality education. That was why the researcher needed to delimit its area of study to this extent.

The researcher also needs to delimit its concept of study since teachers time management is a broad issue. Despite the importance of time management, relatively little scientific studies have been focused on the way in which people manage their time and on the processes involved in managing time. The last two decades have witnessed a growing recognition of the importance of time in the field of scientific research (Molaee et al., 2014). The study also delimited

conceptually on the practice of time management particularly on the dimensions of planning, scheduling, prioritizing and executing. Additionally it had been delimited on the challenges of teaches' time management.

The study has been conducted in North Mecha secondary schools since the researcheris educational expert in the woreda that enables them to manage easily.

Regarding to the method of the study, it was delimited to use questionnaire, which is economical and helped to analyze amount of data with short period and interview , observation and document analysis data gathering tools,. The respondent of the study also was teachers, principals and other instructional leaders (head teachers and vice principals).

1.6 Study Limitations

The study may have many limitations but in the researcher point of view, the limitations have been set in the following dimensions; the study has had the limitation on place dimensions where it was applied only in North Mecha Woreda secondary schools. Beside that, the study have had the limitation on place dimensions where it was applied only in North Mecha Woreda secondary schools and the other limitation was time dimension where the period of collecting the data as well as statically analysis was solely the scholastic year 2021/2022.

1.7 Operational Definition of Key Terms

Practice: the trends of teachers time management implementation.

Teachers: They are workers who are teaching in secondary schools.

Instructional Leaders: - workers who are assigned as department heads and vice principals

Secondary school: The schools who give education from grade 9-12.

Time: refers to teachers are supposed to spend at work, including teaching and non-teaching time.

Time management: It is teachers´ best use of working times in the school**.**

North Mecha: It is the district, which is located in west Amhara region of Ethiopia.

Woreda: it is an administration structure of government, which has its own territorial delimitation.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This involves the activities like identifying, reading, evaluating, describing, summarizing, discussing, citing and synthesizing various documents with information related to the research problem under investigation with an intention of incorporating them in the study (Claessens, B. J., Van Eerde, W., Rutte, C. G., & Roe, R. A. 2007cited in Kamuzora, 2008).

This chapter is the basis on which the research is built. The aim of the research was to examine teachers' time management practice in secondary schools. The researcher conducted conceptual, theoretical overviews in order to generate research ideas focused on research objectives and questions. This chapter involved reviewing various studies and literatures relevant to the problem being investigated or being exploited and within the scope of the study. The general orientation of this literature review is then critically to review and contribute the previous work in a relevant area that in turn serves as the study guidelines for the researcher.

2.1 Conceptual Overviews

2.1.1 Concepts of Time Management

The term "time management" is actually misleading. Strictly speaking, time cannot be managed, because it is an in accessible factor. Only the way a person deals with time can be influenced. Time management can be viewed as a way of monitoring and controlling time (Eilam&Aharon, 2003cited in Claessens, B. J., Van Eerde, W., Rutte, C. G., & Roe, R. A. 2007).

The academic seeking to create new knowledge in the area of time-based productivity cannot avoid the question either as it is a foundation question. Others who have attempted to answer this question in the past have stopped short, both in popular and academic publications. Relying on unproven assertions, they have not dug deeply into the research findings from different disciplines (Claessens ,etal.,. 2007)

The phrase "time management" is used in many ways to mean different things. At times, it reflects unique understandings of the word "time" used by philosophers, psychologists, anthropologists and physicists. The conflict between them is only heightened when we consider the notion that time was not discovered but invented.

Jahorina.I. (2015) stated that, the phrase “time management” is not correct on its own account. Through its usage there was created the impression that time can be managed. Nevertheless, the resource “time” is not subject to management because it is a constant. All people, irrespective of their activities, have only 24 hours a day at their disposal. Despite this fact, it is possible for time planning and organizing to be accomplished so that more activities may be done in limited time. That is the reason for the concepts “self-management” and “self-organization” to be frequently met in the specialized literature and they contribute for the explanation of the phrase “time management”.

Jahorina added that the question “What is time management?” is put often. It is justified because the phrase is incorrect. Time cannot be managed: you could take the batteries out of the watch, the alarm clock could break down, but time will still function. More important is what can be done with time. What do the associates do, how motivated they are, how enthusiastically and purposefully they live and work. He added that we are not managing an abstract thing called time; we are managing some aspect of human behavior. The important is the subjective sense of time. Moreover, it can be expressed through the factors motivation, concentration and clarity.

Everything has to be structured, to be under control, every minute has to be planned. These were features of the classical time planning which can be seen in the organizer notes full of tasks of every organization’s associate (Infoteh&Jahorina, 2015).

In the contemporary conditions, with the Internet existing, there are other abilities necessary to the associates. On the foreground, there is the creative side – the ability to multitask, to endure great tension. When the workday is not sufficient for all the planned activities to be completed, the fault often lies with the poor time management (Infoteh&Jahorina, 2015).

The new time management requires from the associates over flexibility, elastic change of fast compared to slow tempo as it is with the heartbeat – sometimes rapid and others slowed down. In order that this challenge should be mastered currently, there can be used classical means like calendars with schedules or time planning notebook, but certain techniques and models can be applied for optimal and effective time utilization (Infoteh&Jahorina, 2015).

Generally, for the current research the authors consider it necessary for some facts to be pointed out which disturb the associates from their time planning and organization.

2.1.2 The Academic Definitions

However, my reading of few hundred-time management papers from referred journals show some consistent themes. According to a number of studies, there is a little argument of the value of time management to academic performance and work performance (Laurie.A, 2012).

She added that after a half century of study in several fields, academics have been unable to come to a common definition. While there is no agreement between the experts, there is no shortage of definitions. She has summarized based on different fields as follow:-

Psychologists: Most of the research conducted in time management has taken place in this field. However, they focused "perceived control of time". They often focus on affect/individual feelings rather than actual measurable performance.

Management: The number of scholars in the field of business or time management is so small but the mostly it did focuses on controlling.

As cited in Laurie. A, (2012), in Laurie review, she offers a fascinating list of definitions of time management and their perspective sources: the process of determining needs, setting goals, to archive these goals (Lakein, 1973); A techniques for managing time (Jax and Elacqua, 1999; Davis, 2000,Macan,1994,1996;Macan etal.,1990; Mudrack,1997); Techniques for effective time use, especially having enough time to accomplish the many tasks required (Orpen,1994; Slaven and Totterdell,1993; Woolfolk and Woolfolk,1986); Planning and allocating time (Burt and kemp ,1994; Francis-Smythe and Robertson,1999); The degree to which individuals perceive

their use of time to be structured and purposive (Bond and Feather, 1998; strongman and Burt, 2000, Sabels,2001; Vodanovich and Selb,1997); A way of getting insight into time use (koolhaas et al.,1992); A technique to increase the time available to pursue activities (King et al., 1986); Practice intended to maximize intellectual productivity (Britton and Tesser, 1991); An application of self-regulation process in the temporal domain (Griffiths, 2003); Self-regulation strategies aimed at discussing plans, and their efficiency (Eilam and Aharon, 2003); The use of procedures that are designed to help the individual to achieve his or her desired goals (Hall and Hursch, 1982); Ways to assess the relative importance of activities through the development of a prioritization plan (Kaufman-Scarborough and Lindquist, 1999); Time management is an ability to manage one's Personal time along with working time (N. Jinalee and Amit K. Singh.2018)

Even though, there is no agreement on the definition of time management in past studies, we can summaries the above definition of time management. Accordingly, in Education context, time management can be defined as the process of planning, allocating, organizing, prioritizing and exercising conscious control of time spent on specific activities to improve students' achievement. Ask yourself which activity is more important and how much time should be allocated to the same? Know which work should be done earlier and which can be done a little later.

2.2. Theoretical Literatures

2.2.1 An overview of Time Management Models and Theories

The good news is that time management is a business skill, and all business skills are learnable. Time management is like riding a bicycle, typing on a keyboard, or playing a sport. It is made up of a series of methods, strategies, and techniques. It is a skill set that you can learn, practice, and master with determination and repetition (Infoteh&Jahorina, 2015).

One should develop the habit to check if all the objectives are accomplished on estimated time or not. The time management models developed so far is more or less similar. It is a high time to develop theories and models compatible to this era of fast growing technology where people are much indulged in social media and digital gaming, which are one of the time wasting factors in new generation (Infoteh&Jahorina, 2015).

Following time management techniques will make enough room for productive work as well as social interactions. Time management can help in improving prediction about work completion and enable ability to plan- ahead in future. Time management models and theories should be designed to focus on improving management skills and reducing psychological stress resulting from untimely completion of responsibilities and tasks (Infoteh&Jahorina, 2015).

2.2.2: ABC Model of Time Management

According to Infoteh&Jahorina, (2015) directly related to the Pareto analysis is the ABC-analysis. Through it, there are classified levels of concepts in three groups: *(***a)** very important; (b) Moderately important; *(c)* with limited importance.

The **ABC**-analysis helps for the critical 20% to be defined in which the efforts should be focused in order that the work could be improved.

The application of the ABC-analysis in the time management could be used for evaluation of the tasks according to their number, importance and time needed for completion. In Table1 there are schematically presented the evaluated tasks according to the ABC-analysis.

It involves assigning the letters A, B, or C to various tasks: A = highest priority activities (must do immediately), B = second-priority activities (not immediately, but you should do soon), C = low-priority tasks or things you would like to do (can wait to do). In this method of prioritization, assign tasks from your to-do list to the A, B, or C categories as appropriate to their priority. Once you have prioritized each task as A, B, or C, then complete the A tasks first, then B, and finally C.

Number of Tasks	Importance	Time needed
A - tasks	Important tasks	65 %
B – tasks	Moderately important tasks	20%
C – tasks	Unimportant tasks	15 %

Table 1.Evaluated Tasks According to the ABC-Analysis

2.2.3: Pareto's Principle- The 80- 20 Rule

The Pareto's principle is named after the Italian economist- sociologists Vilfredo Pareto (1848-1923). The 80-20 Rule can be used in many aspects of organization.

This theory offers a quick and easy way to understand clearly what are important and what are unnecessary (Reh, 2018). The 80-20 Principle requires the following steps to be taken: Firstly, identifying 20% that is considered vital, which would probably enable at least 80% of productivity, performance, effectiveness etc. is required. Secondly one should retain this 20% and nothing else; unless it serves a crucial point then it should be then tested for effectiveness and implications of the reduced range/ holding. Lastly it must be then referred to aspects of time management as considered appropriate.

This theory justified that, in simple way, the 80- 20 principle says that 20% of activities will account to 80% of the results. Each task may take the same amount of time to accomplish, but doing one or two important tasks will contribute five or ten times the value as any one of the others. Productive people always discipline themselves to start on the most important task that is set before them. They force themselves to complete the important one first under any circumstance. This principle allows maximum results in minimum time. It offers the opportunity to increase personal effectiveness.

Time	Effect
20% The most important task	Up to 80% Achievement
80% Secondary affairs	Only 20% Achievement

Table 2. Pareto Principle in Time Management

As it shown the above table that 20 percent of the tasks we do gives us 80 percent of the rewards or satisfaction. Thus, with a list of ten things to do, this principle suggests that individuals should give their time and attention to the top two prioritized tasks in their list. (If one has done the ABC rank ordering, then these task would most likely be in the A category). Sometimes it is

difficult to differentiate among responsibilities, all of which seem important. In this case, use the important-versus-urgent matrix to help you prioritize tasks. This principle allows maximum results in minimum time. It offers the opportunity to increase personal effectiveness.

2.2.4: Covey's Time Management Grid

According to this theory, People have the habit to look for effectiveness and consequences rather than the methods and efficiency of time management. Covey opined that the key to success is to concentrate on highly important but not urgent issues. The Covey Time Management grid is an effective method of organizing priorities. It consists of four quadrants (Covey, 2013).

	URGENT	NON-URGENT
IMPORTANT	Quadrant I	Quadrant II
	□ crisis situations □ urgent tasks □ tasks with a deadline o Exam	□ prevention, everyday activities □ building authentic relations with other people □ looking for new possibilities □ planning □ recreation and relaxation
UNIMPORTANT	Quadrant III	Quadrant IV
	□ some phone calls □ some correspondence or reports □ some meetings □ very urgent tasks	□ daily routines, □ some correspondence □ time thieves □ pleasures □ useless Internet surfing

Table 3. Covey's Time Management Grid

As stated on the above table, Covey's Time Management Grid suggests that, we have to react to urgent matters. More initiative and involvement is required to deal with matters that are important but not urgent. The time management matrix is composed of four quarters. Accordingly, these quadrants have been stated as follow.

Quadrant I: signifies immediate and important deadlines. These activities concern matters that are both important and urgent, the consequences of which are of vital significance and which must be dealt with at once.

*Quadrant II***:** is to plan long-term strategies and development programs. Some people tend to spend a lot of time dealing with matters that are urgent but unimportant. They react to urgent matters, which they also deem important. Quite often, the urgency of these matters is based on other people's priorities and expectations. It is the heart of effective self-management. Here belong matters that are not urgent but important. These include building meaningful relationships, long-term planning, physical activity, preventing undesirable situations — things we know we should be doing but hardly ever find time to do.

*Quadrant III:*is for time-pressured distractions. They are not important but some people want them immediately.

Quadrant IV: consists of those activities that yield little value. These activities are often used for taking a break from pressured tasks.

In general, the lives of the people who spend practically all their time in *Quarters III and IV*are irresponsible. Such behavior may even lead to being fired from work. Many people find that most of their activities fall under quadrants II and I. Quadrant II is often not used but it is exceptionally important because one needs to work tactically and strategically at the same time. The common outcome of using this grid is to find ways for expanding the activities in quadrant II (Mueller, 2017).

The author added that the grid could be used in different ways. The first and most obvious use of the grid is to take the current 'to- do' list and sorting all the activities into the appropriate grid. One has to assess the amount of time required to complete the lists and if necessary, the activities can be reallocated. The second approach of using the grid is a one week assessment strategy. One has to make six copies of the grid and to use one copy of the grid each day of the week, listing all activities and time spent on the activities. At the end of the week, the five individual day data has to be combined onto one summary grid and the percentage of time in each grid has to be calculated. Finally evaluation has to be done to find out how well time has been spent on the activities and whether the workloads need to be reorganized or not.

2.2.5: Eishenhower Matrix

The Eishenhower Matrix is almost similar to the Covey's Time Management Grid. The difference is that according to Eishenhower Matrix quadrant IV has to be deleted as it is considered as a waste of time but Covey has noted that the activities covered here are refreshment or recreational activities, which are sometimes necessary to relieve pressures from hectic duties.

	Urgent	Not urgent
Important	I: Do	II: Decide
Not Important	III: Delegate	IV: Delete

Table 4. Eishenhower Matrix

US former president D. Eishenhower in 1954 in a speech classified his activities into two categories: important activities and urgent activities. According to him, important activities lead us to achieve goals and urgent activities need immediate attention and are generally associated with someone else's goals. But people often concentrate on urgent activities because the consequences of not complying with them are immediate (Fowler, 2012). Based on these ideas, Eishenhower matrix has been designed and it consists of four quadrants, which are explained as under (Singh**, 2018**cited in Jinalee, N., & Singh, A. K. 2018**)**:

2.2.5.1 Important and Urgent

Planning and avoiding procrastination can help in avoiding last minute rush. If there are many urgent and important activities, one has to make a list of similar activities which can be done in similar ways (Singh**, 2018**cited in Jinalee, N., & Singh, A. K. 2018**)**.

2.2.5.2 Important but Not Urgent

These activities can help us achieve professional and personal goals. One should make sure that there is enough time to accomplish such activities (Singh**, 2018**cited in Jinalee, N., & Singh, A. K. 2018**)**.

2.2.5.3 Not important but Urgent

Such tasks prevent one from achieving goals. It is generally associated with other people. Saying 'no' politely and explaining why we cannot does it can help us to stop others from bothering us (Singh**, 2018**cited in Jinalee, N., & Singh, A. K. 2018**)**.

2.2.5.4 Not important and Not Urgent

These activities are distractions, so best way is to avoid them (Singh**, 2018**cited in Jinalee, N., & Singh, A. K. 2018**)**.

2.2.6: Parallel Programming Model

Parallel Programming Model has been designed by Zohreh Molaee, Dr. Hasan Azadzadeh and Dr. FariborzDortaj by combining cognitive, meta-cognitive, physical, emotional, skills which tries to manage all roles and tasks in a parallel way at the same time. The logic behind the model is that man is an integrated whole who cannot be successful in all areas, if he couldn't be in peace with all the realms (Molaee et al, 2014 cited in Jinalee, N., & Singh, A. K. 2018). A person who faces many conflicts or who is not satisfied with oneself cannot be successful even though he has the potential to do so.

This model is designed to check the academic achievement of married women. This theory explains that time management has mostly been discussed in work areas, but it is equally important in other aspects of life. Time management can be focused on educational aspects, especially those who have multiple roles to play like the married women. Therefore, this theory is important for married teachers to manage their schooling time.

2.2.7: ALPEN Method

A= Activities	• Noting down assignments, activities, appointments. • Listing the tasks that should be completed.
L= Length estimation	• Estimating the duration of activities to be performed • Defining the time for the tasks' completion.
P= planning-ahead	• To plan buffer times. • Evaluating the importance (priority) of every task.
E= Establishing priorities	• To make decisions about which activities to be done first. • Foreseeing of time buffers for unexpected and spontaneously emerged tasks. 60% - planned, 20% -unexpected, 20% - spontaneous
N= Next day (Noting)	• To recheck. • Noting of all the tasks in a notebook by priority and term of completion.

Table 5. ALPEN method

ALPEN method is one of the simple yet effective time management techniques. It is a method to plan daily/weekly tasks by splitting complex task into parts. To follow ALPEN method the following steps are to be considered (Singh**, 2018** cited in Jinalee, N., & Singh, A. K. 2018**)**:

2.2.7.1 A- Activities

A list of activities, tasks or appointments for the day/week has to be prepared first. Related tasks can be grouped together and coding can be done for similar tasks. As for instance, M for meeting, C for phone calls. It should be made sure that all activities are included in the list. Noting down all the tasks makes it easier to sort the tasks (Singh**, 2018** cited in Jinalee, N., & Singh, A. K. 2018**)**.

2.2.7.2 L- Length Estimation

Duration for each task should be estimated and effort should be made to give more time to important activities (Singh**, 2018** cited in Jinalee, N., & Singh, A. K. 2018**)**.

2.2.7.3 P- Planning-ahead

In general 60 percent of available time should be reserved for completing the planned tasks/ activities. Remaining 40 percent of the time should be treated as a reserve for untold circumstances. This 40 percent of the time reserved can be used for recreational activities. Sticking to 60/40 rule will help one in getting rid of stress. If one's average day is predictable and usually there is less or no emergency, one can plan time in 80/20 rule (Singh**, 2018** cited in Jinalee, N., & Singh, A. K. 2018**)**.

2.2.7.4 E- Establishing Priorities

After the first three steps, the next step is to prioritize activities and delegate action. Prioritization allows one to focus on the most important tasks (Singh**, 2018** cited in Jinalee, N., & Singh, A. K. 2018**)**.

2.2.7.5 N- Next Day

An important thing to keep in mind is keeping track of the progress made so far. One has to verify completed tasks and move any unfinished tasks to the top of the next timetable if possible. At the end of the day, it should be checked if all the objectives are fulfilled successfully or not and if the tasks are completed within the estimated period or not. Knowing the results will improve prediction and ability to plan-ahead in future.

When using the ALPEN method, all the five steps have to be kept in mind for building a positive habit of time management, which in turn can help reduce stress and improve efficiency (Panayotova et al., 2015 cited in Jinalee, N., & Singh, A. K. 2018).

2.2.8: Mind Map Model

The term 'mind map' was first introduced by psychologist Tony Buzan but the use of diagrams that visually map information using branching and radial maps can be traced back to centuries. The introduction of the term 'mind map' began during a 1974 BBC TV series called 'Use Your Head' hosted by Buzan (Singh**, 2018**cited in Jinalee, N., & Singh, A. K. 2018**)**

Mind maps can be used for creative thinking. Mind maps can be used to generate, visualize, structure and classify ideas. A mind map can help in organizing information, problem solving, decision making and in studies. Mind's productivity can be increased 3 to 5 times with the help of mind maps (Panayotova et. al., 2015). He also added that, the model could be applied in analysis of problems from different aspects. A mind map has certain advantages as under: (i) Creative thinking is encouraged (ii) Helps in generating more ideas, (iii) Large amount of information can be summarized easily (iv) Areas /activities / which rely on keywords and images are reflected in the presentation of the map. In addition to the direct uses, data retrieved from mind maps can be used for other purposes.

2.2.9: Pickle Jar Theory

Another theory one must be quite familiar with the story of pickle jar. It is simple but quite a good solution for better time management. As everything in life has a purpose, everything in the pickle jar also has a purpose for existence. The pickle jar is comparable to our life. Sand, pebble and rocks inside the jar have their own meanings. The rocks represent the major important task that has serious consequences if not accomplished on time. The pebbles represent the daily tasks with average importance. The sand represents unimportant tasks like phone calls, e-mails, social media notifications. The sand thus denotes distracting activities (Mulder, 2017 cited in Jinalee, N., & Singh, A. K. 2018).

If the jar is filled with sand first, there will be no space for the pebbles add rocks. If the jar is filled with pebbles, there is some space for sand but no space for the rock. If the jar is filled with rocks first, pebbles second and sand at last, there are rooms for all the three. This denotes a

simple lesson that if one fulfils the major tasks first, there will be room to complete other tasks as well as get time for leisure (Mulder, 2017 cited in Jinalee, N.,& Singh, A. K. 2018).

2.2.10. Process Model

Macan (1994) suggested that learning time management behaviors lead to greater perception of control over time. Macan's (1994) process model of time management behavior included three attributes: setting goals and priorities; the mechanics of time management behavior and a preference for organization. Time management can be considered as a cluster of skills that are significant to academic success and include activities performed by teachers like advance planning, work prioritization, preparation for test and following schedules (Sansgiry et al., 2006 cited in Jinalee, N., & Singh, A. K. 2018).

According to Powell (2004 cited in Jinalee, N., & Singh, A. K. 2018) higher academic performance was to be achieved by balancing time management and study techniques effectively.

In general, since, time management has positive effect on the academic success of students. Teachers need to prioritize all their activities so that there will be more room for other important activities. Time management is one of the techniques to facilitate better use of time. Doing activities in an organized manner and setting priorities can help in accomplishing tasks successfully (Eid et al., 2015). To utilize time effectively, one must be able to predict how much time is required for the activity to be performed (Kelly, 2002).

Generally, the models are more or less similar. The models and theories have highlighted the need to divide activities/ tasks into important, urgent, not important and urgent, important but not urgent and neither urgent nor important task. People have the habit to be indulged in neither important nor urgent activities.

Accordingly, time management theories and models have been developed to focus on important activities and to draw one away from those wasteful activities, which are neither important nor urgent. When the principles and values incorporated in the time management models and theories are understood, what becomes important is how much one puts weight on those and how much practical applications they have. A balance has to be brought on the emotions

and moods of individuals in accepting the priorities and strategies of time management that one has understood. One should develop the habit of re-examining all the processes involved in the mental activities done regularly like problem solving, reasoning, understanding concepts, learning process, making meaning of what one observes etc. Following time management techniques will help in reducing stress and improve efficiency.

In the specialized literature, there is great variety of models and techniques for time planning and organization. In the current paper the researcher presented jut some of them, but not underestimate the others.

2.3 The Role of Time Management

Time Management plays a vital role in any field, as it is one of the key tools to complete any course of work in a specified time. Time Management helps in developing the skill of setting goal and to achieve the same in a targeted period of time (Claessens, etal 2007).

The role of time management is that great as it helps to improve the ability of organizing, planning, decision making, prioritizing and ensure a better performance. It allows one to assign time slot to the works or activities as per priority or importance (Claessens, etal 2007).

Time management also boosts an individual's morale and keeps people confident in the course of work. It keeps one away from unnecessary distractions thus one may be free from stress (Claessens, etal 2007).

It greatly helps in keeping interruptions and intrusion out of the workplace, making sure interruptions are short and thus be more productive. Time is unique, crucial resource of accomplishment and managing time measures one success or failure and time management place you in the side of success. It would also support in training advancement for workers and in measurement of capacity of any staff and the entire organization (Claessens, etal 2007). It is rightly said that time management is life management (Claessens, etal 2007).

2.4 Classification of Time Management

The concept of time can be taken as a clock or systems. (a) As a clock, time can be regarded as an instrument to measure moments or activities of a day. (b) As a system, time can be regarded

as cultural rules used to arrange set of experiences in significant ways (Lustig and Koester, 2006).

Time system consists of three types: technical, formal and informal. The technical systems are precise and scientific measurement of time. Formal time systems refer to the ways in which a cultural group describes and distribute units of time. Informal time systems refer to making assumptions about how much time should be used. It should not be wrong to say that time is a cultural variable and its usage may vary significantly across traditions because of behavioral differences in cultures of different nations (Brodowsky et al., 2008).

On the basis of time management people can be divided into three groups. The first group takes time management necessary for achieving success, the second group takes time management as an unnecessary intervention and the third group likes to change something in life but lacks concentration and hard work. These three groups can be observed among teachers.

What to do, when to do and that to do thinking allow teachers to perform necessary work qualitatively. Carrying out timing continuously for continuous optimization of life and improvement of personal time management can provide high quality development of future profession (Kirillov et al., 2015).

2.5 Effective Time Management Skills

Time management skills are those proficiencies that an individual used to manage its time. These skills are also very important for teachers. Researchers showed that time management skills are positively related to intrinsic motivation. Individuals with different natures and characteristics deal in a different way with time management. Time management of people, at different a condition of job-environment becomes personal characteristic (Claessens, 2007). Time management skills are closely related to time management behaviors. Time management skills can have represented as output results of time management behavior. Teachers having better time management skills are more productive and efficient. Good time management is also a time management skill. Previous researches described it as productive time stockpile (Robinson, Lloyd, & Rowe, 2008; Horng, 2010; Lebov, 1980).

Training for managing time is also very important. There are large number of institutions and training centers available that are widely used for the training of teachers both at public and private levels in America (Claessens, etal., 2007). The time management skills that are associated with the teachers are the basic elements of his profession. Teachers that are not rushed during class instruction, showed better class performance. The decisions related to time management are important for effectiveness of teachers and school's results (Horng, 2010; Master, 2013).

According to (Robinson& Rowe, 2008) these are some important time management skills are: patience, analysis, flexibility, awareness, information, available time, allocated time, engaged time, academic learning time, pacing, and transition time. Another skill is added by Boniwell (2004) as perceived control over time and perceived control over time is not directly interconnected to human welfare; therefore, it was found that the perceived control over time is independent of the amount of time spent in numerous undertakings, which are beneficial to human welfare.

According to Boniwell (2004), effective time management involves three skills:

2.5.1 Prioritizing Techniques

First, make a to-do list for the day. Write down all the things you need to get done today, with no regard to the order. Next, three methods are suggested to help prioritize your things to do (Boniwell, 2004).

2.5.2 Scheduling Techniques

Once you have a solid idea of what needs to get done, there are several choices you can make about scheduling your responsibilities. If you have a few major projects to do, try the boxing method. (**a) Boxing** divides your day into five parts: morning, noon hour, afternoon, dinner hour, and evening (or designate other parts of the day if these do not fit your particular daily routine). Then write down the significant tasks and assign them a block of time that is most suited to your schedule. (**b)Time mapping: i**f you have many little things to do, try the time mapping schedule. Then list down all hours with activities (Boniwell, 2004).

2.5.3 Execution Techniques

Execution is the implementation of your prioritized schedule (what you have accomplished with the first two skills of prioritization and scheduling). Here are some tips to help you execute your daily schedule: (**a)** Assign a deadline (goal) for each task or project. (**b)** Break large projects down into smaller tasks, and assign a deadline for each task. (**c)** Work on one section of the project or task at a time. Work until it is complete. Experts indicate that it is better to have one or two completed tasks than a handful of unfinished ones. (**d)** Reward your accomplishments with small pleasures to motivate yourself to accomplish designated goals. Avoid immediate gratification—that is, reward yourself after satisfactory completion of each job, not before (Boniwell, 2004).

Sometimes it helps to list your goals and deadlines and the rewards you can give yourself for completing the goal or meeting your deadline (Boniwell, 2004).

2.6. Factors of Effective Time Management

Effective management of time needs precise techniques and excellent planning behaviors. Literature proposed the proper use of time in effective way results productivity and high efficiency. For this purpose, it is necessary to keep time logs, prioritization of intended tasks and creating to-do lists on a certain work place (Macan, 1994 &Claessens, 2007). Literature described the three widely used factors of good time management in every area of life (Tesser& Britton 1991). (1) Planning of Short-duration:It can be defined as the ability of individual to set and organize daily life tasks for short interval i.e. (within a day or week). (2) Planning of long duration: Long-range planning can be defined as the capacity of individuals to manage their activities and tasks for a longer period of time (e.g., set achievable targets for a quarter of year or a year). (3) Time related attitude: Time attitudes may be referring as personal orientation of individuals towards best use of their time construct that can maintain the agency of their time spent.

Another categorization of good time management is deduced from the study of Britton and Tesser's (1991) that also agrees on commonly accepted schemas of good time management, which are based on goal-setting techniques, prioritization of tasks and preferences for organizations.

2.7. Time Management vs. Job Performances

As reviewed in Claessens, etal.,(2007) the individual that gives great attention to their tasks always shows higher outcomes. Better time management will enhance the worker's productivity and enables them to work in smarter ways (Green & Skinner, 2005). Likewise, Jamal (1984) studied that effective time management reduces job stress and increases the job performance of employees (reviewed in Claessens, etal.,(2007). Claessens, etal., (2007) acknowledged that better time management give more control of individual to his time and resultantly decreases the work anxiety and higher the job performance.

Good time management can be proved as a good predictor of other factors that are associated with job performance. All those professionals who have good time management showed lower emotional exhaustion and have less job-related fatigue contributors of time management training also exhibit higher level of balance between work and home (Green &Skinner, 2005reviewed in Claessens, etal.,(2007).

Effective time management reduces job stress, which can be an important barrier to job performance (Jamal, 1984reviewed in Claessens, etal.,(2007) because of the need to accomplish the goals within a set time schedule (Schuler, 1979) and pre planning. Individuals who have greater control over their time experience less tension and exhibit fewer physical symptoms of stress (Macan, 1994reviewed in Claessens, etal.,(2007). Since stress has been negatively correlated with self-assessed job performance, reducing stress through time management can minimize work strain and increase job performance (Claessens et al., 2004, 2007) in an effective organization. A positive association has also been found between time management and employee health, mediated by perceived control and conflicts among the various demands of work and family support (Adams &Jex, 1999reviewed in Claessens, etal.,(2007) and responsibilities. Time management helps professionals to improve their job efficiency by allocating time appropriately to each of their various job tasks (Hall&Hursch, 1982; Orpen, 1994; Schuler, 1979reviewed in Claessens, etal.,(2007).

This, in turn, helps improve workers' outcomes and enable them towork smarter in the private sector (Green & Skinner, 2005reviewed in Claessens, etal.,(2007) for maximizing the product. Time management related job demands and expectations are increasing daily and affect whether

a job is feasible or not (Institute for Educational Leadership, 2000, p.12cited in Claessens, etal.,(2007). Furthermore, research has shown that job performance depends on several functions and factors that are difficult to observe or measure, since organizational outcomes are affected by both individuals' performance and organizational policies, procedures and implementation (Hallinger& Heck, 1998 cited in Claessens, etal.,(2007) may be positive and vice versa. Time management affects various factors that might influence job performance. Professionals who manage their time report less emotional exhaustion, which is the most important factor in professional burnout (Peeters&Rutte, 2005reviewed in Claessens, etal.,(2007).

Those who undergo Time management training also report greater job satisfaction (Macan et al., 1990 stated in Claessens, etal.,(2007), motivation and work/home balance (Green & Skinner, 2005reviewed in Claessens, etal.,(2007). Satisfaction and satisfaction-related factors have been shown to fundamentally contribute to employees' performance (Judge et al., 2001reviewed in Claessens, etal.,(2007), even though every organization faces limited resources, time and skills (Ajzen, 1991reviewed in Claessens, etal.,(2007). Time management can increase perceptions of control by relaxing employees' attitudes (Macan, 1994cited in Claessens, etal.,(2007), if employees do not engage themselves in new behaviors, they cannot know which behaviors are most productive. In such situations, Time management can enhance the performance and support objectives (Ajzen, 1991reviewed in Claessens, etal.,(2007). It also predicts job performance; for example, sales men with better time management skills have higher sales (Barling et al., 1996), college students with better time management skills report higher grades (Britton &Tesser, 1991; Macan et al., 1990reported in Claessens, etal.,(2007) and county extension directors with better Time management skills are rated higher by their superiors (Radhakrishna, Yoder, & Baggett, 1991reviewed in Claessens, etal.,(2007)). These results show that job performance, Time management and job satisfaction are inextricably linked.

2.9 Time Management Strategies

According to (Häfner, A., Oberst, V., & Stock, A. 2014) time management strategies are as Follows:

2.9.1 Set Priorities

Managing your time well needs a differentiation between what is critical and what is urgent. The authors distribute the activities in four quadrants in their time management matrix. Activities that cannot be postponed and at the same time significant should be performed, he argues that we take fewer hours/minutes on tasks which are not significant (regardless of whether they are urgent or not) in order to get time to dwell on tasks that are less urgent but significant. (Häfner,etal., 2014)

2.9.2 Proper Goal Setting

Setting goals is an important step for pondering about your desired future, and to motivate ones' self to change visions of the future into existing reality. This is the first and very important step in effective time management (Häfner, etal.,. 2014).

2.9.3 Use Planning Tool

It is recommended that having a personal tool to plan for enhancing your productivity is key. Examples are pocket diaries, notebooks, electronic planners, computer programs and calendars (Häfner, etal., 2014).

2.9.4. Delegate

Delegating is giving duties that can be done other people to them, freeing time for duties that need your expert attention. It starts with task identification that can be done by others and then choosing the correct people to do them (Häfner, etal., 2014).

2.9.5. Stop Procrastinating

One may be postponing some duties for various purposes. Maybe the activity is undesirable. The task should be broken down into tinier sections that need less commitment of time and results attained within the deadlines (Häfner, etal., 2014).

2.9.6. Manage External Time Wasters

One's time can be affected by outside factors brought about by other people and things. suggests that you can minimize time spent in these tasks by employing like: Avoiding unnecessary conversations on the telephone, concentrating on the purpose of the call, Starting and ending gatherings on time, turning off instant features on electronic-mail (Häfner, etal., 2014).

2.9.7. Avoid Multi-Tasking

Studies illustrate multi-tasking is not a time saver. Foe a fact, it is quite the opposite. Time is lost when changing from an activity to the other, which in turn results to reduction of productivity. Kearns, H., & Gardiner, M. (2007 in (Häfner, etal., 2014),Said that, multi-tasking frequently can lead to not being able to maintain focus when needed.

2.9.8. Motivate to Manage Time Activities

Slocum & Woodman, (2008 in Häfner, etal., 2014), suggested that, a way to see why people behave as they do at work is to look at an organization as an iceberg, because what makes ships sink isn't always what sailors can see, but what they can't see. This shows that, proper management of time gives a person more free time.

2.10. The Challenges that Affect Time Management

There were several factors known to contribute to poor time management practices. Among these effective time management method related factors : personal factors (punctuality, time wasters), administrative and organizational obstacles of time management (organizational policy, Lack of incentives, performance appraisal), and employees performance in an organization are the most important factors which have important role in determining employees' time management practices. Additionally, other variables such as education, age, marital status, and sex also have been determined as factors that contribute to it (Chanie, etal., 2020).

Time is an important factor in everyone's life as it is a key tool helping one in organizing, planning, prioritizing and completing any task successfully. Time management plays a vital role in any field, especially in school. One of the most valuable tools for the school is efficient and effective time management. This would include how they allocate and spend time for the regular as well as adhoc tasks in each department. It is imperative that time management is a required skill for any role in any department that will boost the productivity, ensure customer and employee satisfaction (Srikumar, &K. Arun**2017)**.

It is understood that time management is not an easy skill and there are various factors influencing proper time management. The factors would include but not limited to unplanned day, unpleasant tasks, employee drop-ins, lack of work force and coordination, social media, handling calls and emails etc., these issues are to be analyzed as it is crucial for any organization

to keep up the time management skills to complete tasks and achieve target on time (Srikumar, &K. Arun**2017)**.

As stated in the study of Srikumar, &K. Arun (**2017),** the main challenges or problems of time management are:

2.10.1Interruptions and Distraction:

According to Armstrong (cited in Infoteh&Jahorina, 2015 and Srikumar, &K. Arun (**2017**) Interruptions and distractions are an unavoidable portion of life. For example, People often find interrupted or distracted during their work by means of phone calls, meetings, sudden visitors, mails, social media etc. If you effort to put time management guidelines into practice, you will be able to manage your time and your output with greater comfort to stay focused, less dazed and on way.

The researcher added that there are main factors that disrupt the associates' workday rhythm, dictate ineffective way of work and frustrate the focused actions for problem solving. The following five main factors:

Phone – it interrupts the job or the conversation and as a result, they have to be started over. Many calls lead to performing of direct activities in some other area. The Interrupted tasks require more time for compensation later. Self-initiated telephone calls are also an obstacle for completion of current tasks when the business partner does not answer the call.

Colleagues and visitors – they are an obstacle when they appear unexpectedly or the conversations continue longer than expected because the business partners were not prepared or did not have more time at their disposal.

The associates – they disturb the manager when not working independently, ask questions about every detail or delegate back their tasks.

The contact with the **direct manager** is also a potential for interrupting the associates' current activity. The manager requires immediate answers, gives new tasks, changes the priorities, and conducts brief meetings.

The meetings – it is necessary for them to be conducted during the work process. But they become an obstacle when they are poorly organized or unprepared, pass ineffectively or are too

prolonged. Alternatively, when they are concluded and no decision was arrived at and new meetings on the same topics are pressing.

2.10.2 Multitasking:

People struggle or fail to manage their time often by multitasking i.e. getting involved in various tasks simultaneously. Multitasking does not make us more effectual. We would get satisfied results if we focus on one thing at a time rather trying various tasks done at the same time.

2.10.3. Procrastination:

Procrastination is the action of delaying or postponing the task that needs to be accomplished or achieved. Some people often postpone or ignore tasks, which has to be completed to deal with it later which results in poor time management. It is one of the greatest barriers or challenges of time management.

2.10.4 Improper Planning or Time Management:

Some people never plan their day before starting which results in lack of efficient time management. Moreover, lack of planning leads to insufficient groundwork, unexpected or sudden problems and poor execution.

2.10.5. Finding Difficult to Say No to People:

Most of the people are finding hard or difficult to say no to people, which becomes one of the aspects of lack of efficient productivity. At times, we do things, which is of no use to us just for the sake of other people. So one must always learn to say no at times to utilize time for his/her own productivity.

2.10.6. Hard to Prioritize Tasks:

Prioritizing tasks is one the important points of time management. Some people have no clue how to prioritize their tasks resulting in one of the challenges of time management.

Since time is precious and cannot be retrieved, the main thing one has to do is to say No frequently to complete own tasks on time.

2.10.7 Stress

The common challenge is feeling stressed by all the things that an employee needs to do and all the demands in his/ her time and attention. Normally employees feel stressed when having too

many things going on or when facing a large new project or tasks and not having clarity about what needs to be done.

2.10.8 Over Whelmed

This feeling this mainly caused by one of two things, first is that people feel that they have to do everything, assuming that doing more is better. The way to solve this issue is to concentrate on getting a few things done first. Second reason people feel overwhelmed by thinking that everything must be finished now.

2.10.9 Self Discipline

The different personal features that define the work style are also of substantial importance in time management. According to the author, H. Rühle (cited in Infoteh&Jahorina, 2015). There exist the following work types of time manager.For some employees, the biggest time management challenge is actually a lack of self-discipline, they do not have the willpower to say no to distractions, or to stick tenaciously to the task this results to lack of discipline.

Table 6. Types of Time managers

Type of time manager	Characteristics	Advice for improvement
Dominant time manager	– Always focuses on objectives – Always thinks analytically – Wants everything to be done immediately – Does not tend to procrastination – Dominates discussions – Hates boring work or mental under load	– Set priorities! – Do not underestimate needed amount of time for each project – Being patient with colleagues – Being less competitive and more collegial – First think, and then act! – Relax
Initiative time manager	– Sets objectives spontaneously – Accepts new, interesting tasks – Relationships more important than being in time or being well-organized – Concentrates on actual situation – Often changes priorities – Wants to handle too much tasks at the same time – Plans very optimistically, tends to spontaneous actions – Can’t say no – Very spontaneous and sociable, prefers chatting over working – Is often late and not well prepared	– End one task before starting the next one – Avoid being interrupted – Be on time – Do not waste your time for unimportant tasks – Make up a list with priorities – Structure every day – Clean up desk – Avoid private interruptions

Steady time manager	– See time as an enemy – Sees time pressure al negative stress – Likes to set priorities to establish order and safety – Needs time to think tasks through – Tends to be well-organized – Avoids to say no in order to avoid confrontation – Is on time, but not dominant in discussion	– Improve efficiency of procedures – Confer to other more often in order to agree upon activities and priorities – Realize problems and solve them (professional and private!) – Start to work earlier to avoid time pressure – Think more about the outcome than about the effort – Keep deadlines in mind – Accepts changes as something enriching in your life – Be confident - say "no" more often
Conscientious time manager	– Tend to lose themselves in details – Always needs more time than others – Makes extensive, detailed plans for every kind of activity – Sets too much priorities – Does say no when something does not fit the concept – Presentations are often unclear and circumstantial – Desk is cleaned up – Observes rules very accurately	– Do not use too much time for planning – there may not be enough time for realization! – Focus on outcome, not on perfectionism – You can't avoid any kind of risk! – Do not use too much time on analyzing things – Set deadlines! – Set realistic aims! – Scale down expectations towards yourself – Rules are not the most important thing in life!

2.11. Conceptual Frame Work

This chapter, literature review presents several dimensions of time management; such as planning, prioritizing, scheduling and executing their time. Additionally, the challenges that encounter teachers' time management are categorized into four, these are: lack of time discipline, personal obstacles, disorganization, and negative time attitude. Accordingly, planning, prioritizing, scheduling and executing dimensions are positively related with time management on the other hand, it is negatively related with lack of time discipline, personal obstacles,

disorganization, and negative time attitude dimensions. The conceptual framework, in general, assesses the practices and challenges of teachers' time management.

Independent variables

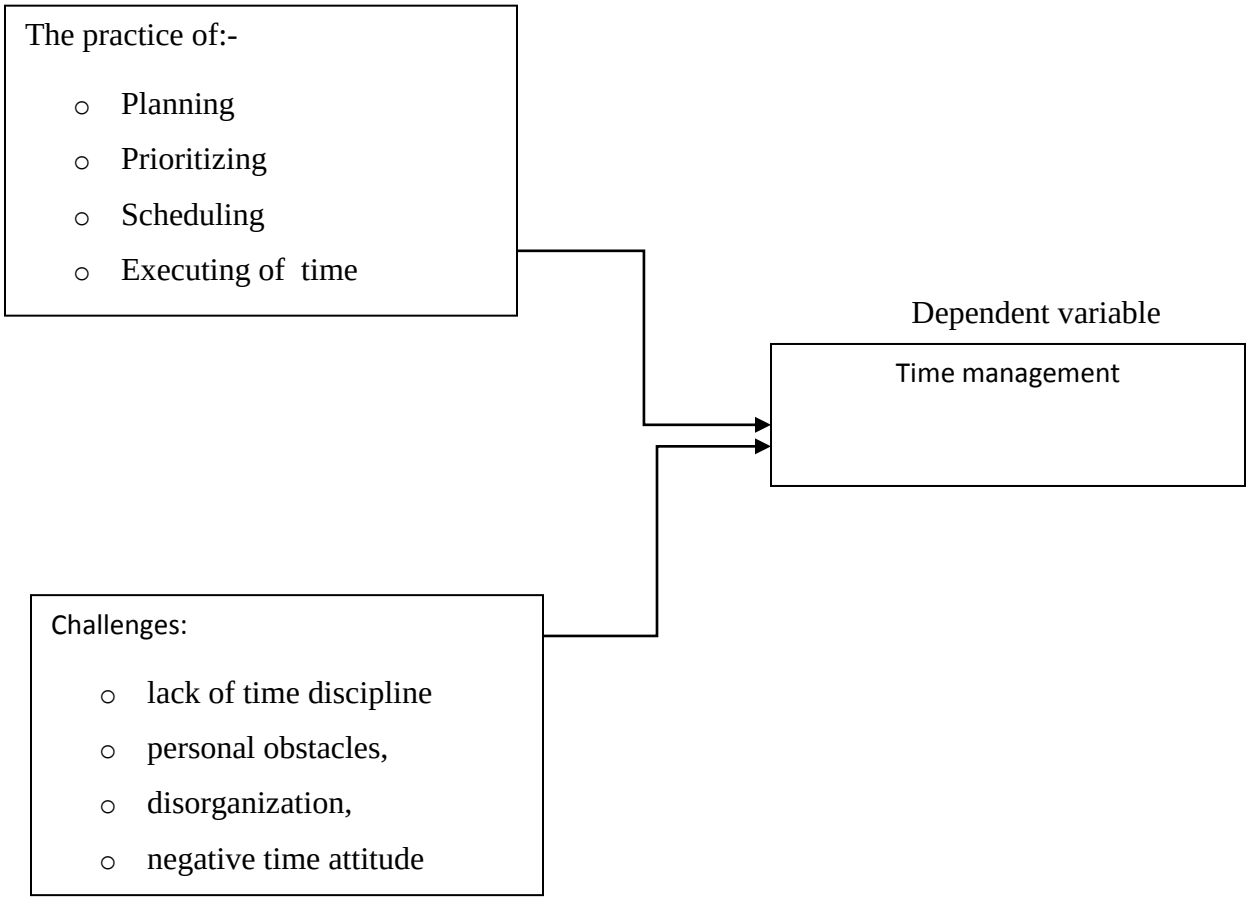

***Figure 1**: Conceptual framework*

2.12. Summary of the Chapter

Time management has been defined by many authors differently in different disciplines. Accordingly, in Education context, time management can be defined as the process of planning, allocating, organizing, prioritizing and exercising conscious control of time spent on specific activities for the best use of time.

There are a number of theories, which have been developed in relation to time management. This chapter provides an overview of these theories and demonstrates how they can be applied to the best use of time. The first theory overviewed is Lakein's ABC system, which involves categorizing tasks in order of priority. The second theory discussed is Pareto's 80/20 rule, which identifies that only 20% of our activities produce 80% of the results we desire, is also utilized. The third theory discussed is the Convey's Time Management Grid, which identifies tasks to be done and categorizes them in different quadrants based on their importance. The fourth theory highlighted is the Eisenhower Matrix, which is a task management tool that helps you organize and prioritize tasks by urgency and importance. The fifth theory discussed in this chapter is the Pickle Jar Theory, which offers insight into the order in which a person should work on his activities. The sixth theory, which has been, discussed ALPEN theory, which focuses the user on pragmatic daily planning and consistent setting of priorities. Other theories like mind map model, process model and parallel programming models are discussed. From the usage of these theories, the study has been conducted.

The chapter also discussed time management strategies. Accordingly, Time can be managed by setting priorities, proper goal setting, stop procrastinating, delegating, managing external time wasters, avoid multi tasking, motivating to manage time activities and using a planning tool.

Moreover, this chapter highlighted the challenges that affect the implementations of time management. Accordingly, interruptions, multitasking, prioritization, improper planning, hard to prioritize tasks, difficulty to say no, stress, overwhelmed, personal problems, and self disciplines can be the challenges that affect time management practice.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1. Research Design

The main objective of this research was to assess the time management practices of teachers in secondary schools of North Mechaworeda. The study has been conducted by both quantitative and qualitative design (parallel convergent design). Because, the core argument for a mixed methods design is that the combination of both forms of data provides a better understanding of a research problem than either quantitative or qualitative data by itself. According to Creswell, (2012), mixed methods designs are procedures for collecting, analyzing, and mixing both quantitative and qualitative data in a single study or in a multiphase series of studies

3.2. Data Sources

Both the primary and secondary sources have been used by the researcher. The primary sources like teachers, instructional leaders (department heads and vice principals), and principals as well as secondary sources such as school minutes, attendance lists and any other necessary documents; observation as well was have been used as the sources of data.

3.3 Sample Size and Sampling Techniques

All 547 secondary school teachers, department heads, vice prencipals and principals of North mechaworeda was constituted as the population of the study.

This study was delimited on only secondary schools of the woreda. Accordingly, in North MechaWoreda, to conduct this study; the researchers had been used all six secondary schools.

The respondents in this study had been used teachers, department heads, vice principals and principals. Teachers had been selected using stratified sampling depending on the sample sizes for each group. According to Yamanes (1967) the sample size of the study have been calculated by this formula $n = \frac{N}{1+N(E^2)}$(n= sample size, N= population, and e= Sampling error, 0.05). Hence, out of 483 teachers, 218 were taken as respondents of the study. On the other hand, because of it have small number of population; Comprehensivenon-probability sampling was used to have a number of required vice principals, principals and head teachers as respondents.

Accordingly, all six school principals, eight vice-principals and all 50 head teachers also had been taken comprehensively as respondent of the study. Totally, 282 respondents had been taken.

Then the researchers used stratified sampling, to find the sample size of each school, that the total numbers of the population have been multiplied by 0.45, which is the ratio of the sample size since the six schools have different strata.

Table 7. sampling and population

No	Name of secondary school	Number of teachers		Number of department heads		Number of principals		Number of vice principals		Total populations	
		N	n	N	N	N	N	N	n	N	n
1	Merawi secondary	145	64	12	12	1	1	2	2	160	79
2	Coronel Tadese	153	71	14	14	1	1	2	2	170	88
3	Birakat	93	42	11	11	1	1	1	1	106	55
4	Rim	28	13	4	4	1	1	1	1	34	19
5	Amarit	32	14	5	5	1	1	1	1	39	21
6	Wetet abay	32	14	4	4	1	1	1	1	38	20
	Total	483	218	50	50	6	6	8	8	547	282

Source: North mechaworeda education office eduation management information system 2020.

3.4. Data Gathering Instruments

The data collection instruments were questionnaire, interview, document analysis and observation. Questionnaire was used for teachers and instructional leaders (department heads and vice principals), interview was used for principals, document analysis and observation was used as well. Note that the forms of each questionnaire were differing but the content and the meaning were similar.

A Standardized (Britton and Tesser (1991) and self- made questionnaire, interview guide and checklist (for document and observation) were used to gather pertinent data. The parts of each questionnaire were differing.

Hence, all tools contain 46 items; the first basic question is assessed by using 30 items (20 in questionnaires, 2 in interview, and 08 checklist items in document analysis and observation) and the second basic question is examined by using 15 items (12 in questionnaire, 01 in interview and 2 in observational and document analysis checklists).

Consequently, the questionnaire had three parts. Part one contained respondents' background information. The second part concentrated the major parts of the research that is the extents of teachers manage their time in the case of North Mecha woreda Secondary schools. The third part of the questionnaire was the challenges that would encounter teachers in time management practices.

The questionnaire, which contained 32 items, to five point likert's scales and one open-ended question was drawn. The four-itemed semi-structured interview was allocated for principals as well. Document analysis had been conducted by recording such as school minutes, attendance lists and any other necessary documents. Additionally, observation has been held inside and outside the class.

3.5 Data Gathering Procedures

The researcher had prepared consent to clarify the purpose of the research and to solicit permission from the woreda to participate in the study. They had been oriented on the study's requirements and the confidentiality of the information to be collected among them as respondents of the study.

Communication letter had also been prepared to seek approval from higher authorities to distribute the instrument. Upon approval, the researcher had properly consulted the schools' principals for the schedule of the administration of data collection. Then, the questioners had been personally distributed and retrieved. Conjointly, interview, observation and document examinations had been held.

Furthermore, the data had been collected personally with the help of some friends, and colleagues. All results of collected data had been compared to each other under different themes

for better and easy understanding, while the data also had been discussed about the facts with their causes and reasons. The reliability and validity of the instrument was checked. Scores needed to be corrected stable and consistent first before they could be meaningful. This research paper has been proved a suitable, reliable and authentic source of data and facts about time management practice of teachers.

3.6 Pilot Test (Validity and Reliability Test)

Prior to the actual data collection, frequent supervision was done, interviewers were oriented, and pilot test were performed. Meanwhile, pilot test was conducted to insure the validity and reliability of the instrument. Thirteen respondents who are not the parts of the sample were selected to check the reliability of the instruments. Accordingly, Cronbach's alpha method was conducted to check reliability of the tools.

That instrument was approved and evaluated by different experts including, teachers, and other experts to evaluate initial contents for validity. After revising the items in questionnaire and summarizing the expert's suggestions, modifications were made in wording and content. Some items were added but some others were dropped. The Cronbach alpha reliability obtained for overall scale was (0.62), indicating a high consistency among study items. All subscales of the questionnaire rated high as; the reality of time management was (0.62), the practice of time management (0. 63), the challenges of time management (0.61) and it is good in all scales and satisfy the purpose of the study. Besides that, Validity test had been conducted by using face validity and content validity. In addition both data triangulation (among questioner, document examination and interview) and participant triangulation (among teachers, department heads and vice principals) had been conducted in order to test reliability of the tools. Data were checked for completeness, reorganized and entered into SPSS version 26 software for analysis.

3.7 Data Analysis Techniques

In explanatory sequential design, the researcher collects both quantitative and qualitative data during a single study. Datasets are analyzed separately, and they address different research questions use qualitative analysis to help explain quantitative findings. (Creswell, 2012, p, 545). The gathered data underwent checking, scoring, analysis and interpretation.

Every item in the instrument had carefully been analyzed and interpreted. Additionally, every recorded checklist of the documents had been properly examined. For descriptive Statistics, one sample t- test was used to measure and analyze the practices, and for the challenges. On the other hand, inferential statistics like, the third research question has been analyzed by independent t-test since it used to analyze the differences between two independent groups. The rest qualitative data like interview, document examinations and observation has been analyzed through qualitative analysis.

Based on the analyzed data, tables had been presented. The results had also organized and presented relative to the specific problems posed by the researcher.

3.8 Research Ethics

Before communicating study, participants' official permission letter of cooperation was obtained from the higher officials. The purposes and the importance of the study were explained and informed consent was secured from each participant. Respondents were clearly told about the study and the variety of information needed for them. They were given the chance to raise any question about the study and free to refuse or terminate the interview at any moment. Name of participants and any personal identifiers were not included in the study, and the confidentiality of the data was kept at all level of the study.

CHAPTER FOUR

DATA ANALAYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

Analysis of the data collected in the field is covered in this chapter. The chapter is organized under three sections. Section one entails the analysis, interpretation and discussion of the demographic and other characteristics of the respondents. The second section deals with a description and discussion of the extent to which secondary school teachers efficiently manage their time and various challenges influenced teachers' time management practices in attending to the various aspects of their roles. The third section entails with the comparison of teachers' and instructional leaders' (department heads and vice principals) views on teachers' time management practice.

Among the distributed 276 questionnaires, 258 were returned, moreover six interview guides (for six principals), and checklists (for document examination and observation) had been used. All teachers who were supposed to there had been comprehensively taken as a sample for observation and document analysis. Despite, the classroom observation has been conducted on 18 teachers (3 teachers in each school). The questioner contained thirty-two linkert scale and one open ended items. In order to answer the basic questions the researcher used SPSS version 26 program to access the results of the variables.

4.2 The Characteristics of the Study Sample

Table 8. Distribution of respondents depending on personal and functional variables

Variables	Category	Frequency	Percentage
Sex	Male	140	53.03
	Female	124	46.97
	Sum	264	100
Positions	Teachers	200	75.76
	Department heads	50	18.94
	Vice principals	8	3.03
	Principals	6	2.27
	Sum	264	100
Age	20-25 years	10	3.79
	26-30 years	20	7.58
	31- 35 years	66	25
	36-40 years	95	35.98
	Above 40 years	73	27.65
	Sum	264	100
Level of Education	Diploma	0	0
	Degree	163	61.74
	Master	101	38.26
	PHD and above	0	0
	Sum	264	100
Experience	< 2 years	10	3.79
	2-5 years	20	7.58
	6- 8 years	76	28.79
	9-11 years	115	43.56
	Above 11 years	43	16.29
	Sum	264	100
Response rate	Returned questioners	258	93.48
	Not returned Questioner	18	6.52
	sum (Distributed questioner)	276	100
	Interview	6	100
	sum of questioner +Interview distributed	282	100
	sum of questioner +Interview returned	264	93.6

As illustrated on the above table 8, from 282 respondents, 264 of them went into the analysis. The remaining 18 (6.5%) were excluded from the study due to incomplete information. Among the respondents who had fulfilled complete information, more than half, 140(53.03%) were males and 124(46.9%) females. This implies that most of the distributed questioners had been carefully filled and returned.

On the other hand, it implies that there was an equitable sample representation between genders. As stated in the above table 200(75.76 %) were teachers. Accordingly, it might helpful to get primary data from the targeted groups.

As depicted on the above table 8: the positions of the respondents indicate that, 200 (75.76%) were teachers, 50 (18.94%) department heads, 8 (3.03%) were vice principals and six (2.27%) were principals. Therefore, it might helpful to get better information from different strata about the study.

Regarding educational status, 101 (38.29%) of the respondents had second degree (master) and 163(61.74%) had first degree. The education factor is very important in this study because the researcher wanted to know, if there was a difference in awareness and implementation between employees that are more educated and less educated in managing time. This helps that; most teachers might have good knowhow about the study area.

As articulated in the above table 8, the age of the respondents indicated that, the age group between 20-25 years has 10 (3.79%) respondents, 26-30 years 20 (7.58%) 31- 35 years 66 (25%) respondents, 36-40 years 95 (35.98%), and Above 40 years (27.65) respondents. In this study, age difference determines how respondents could fill the questioner. These factors could enable a person to manage their time.

With regard to the employee's working experience, percentage of respondents was noted as follows; the respondents who had worked for less than two year were 10 (3.79%), 3-5 years 20 (7.58%), 6- 8 years 76 (28.79%) , 9-11 years 115 (43.56) and the last group is above 11 years

43 (16.29%) of the respondents. On the other hand, six school principals were interviewed in the interview section.

All these categories are very important because they relatively hold some information and experiences regarding time management.

Table 9. Pseudo Name of interviewee (school principals)

Pseudo Names	Sex	Qualification	Experience
Abebe	Male	MEd	15 years
Kebede	Male	MA	31 years
Ayele	Male	MA	13 years
Tilahun	Male	MEd	23 years
Tamiru	Male	BEd	17 years
Girma	Male	MEd	18 years

As it shown in table 9, the interview has been conducted on six school principals. Their background information shows that 5 in 6 (83.3%) of them are second-degree holders, and all of them are males and have experienced more than 10 years. That implies the lowest work experience of interviewee was 13 year and the highest was 31 year.

4.3 The Extent of Teachers' Time Management Practices.

According to Britton and Tessor (1991) the test value of time management variables was "3". Hence, A one-sample t-test was run to determine whether time management practice in sampled data was different to normal, defined as a" time management practice score" (3) . The score of time management practice was normally distributed as assessed by Shapiro-Wilk's test ($p > .05$) and there were no outliers in the data, as assessed by inspection of a box plot. Consequently, this basic question is assessed by using 30 items (20 in questionnaires, 2 in interview, and 08 checklist items in document analysis and observation).Accordingly, the 20 items of time management practice had been summarized under four major categories namely planning, scheduling, prioritization and execution (which have five, three, four, and seven items respectively). Accordingly, to measure the extent of teachers' time management, the response of teachers, department head and vice principals have been analyzed separately with one sample t-test.

4.3.1 The View of Teachers' on the Extent Their Time management

4.3.1.1 Planning

Table 10. The result of one sample t-test and descriptive statistics for planning

No	I. Planning	Test Value= 3 N=200			95% Confidence	
	Items	M	SD	MD	T	P
1	Plan the day before start it	3.42	0.75	0.42	8.0	0.000
2	Write a set of goals for each day	1.67	0.85	-1.33	-22.2	0.000
3	Make a list of things that it have to be done each day	2.15	0.83	-0.85	-14.6	0.000
4	Have an awareness on what need to be accomplished for the next week	2.01	0.76	-0.99	-18.3	0.000
5	Have a set of goals for the entire term	3.35	0.88	0.35	5.6	0.000
	Grand mean	2.52	0.45	-0.48	-15.5	0.000

p< 0.05

A one-sample t-test was conducted to determine if the means of "teachers planning their time" is significantly different ($p < 0.05$) from the expected mean (3). As shown in the above table 10, the grand mean of "planning" (2.52 ± 0.45) was lower than the normal mean of planning (3), a statistically significant difference of MD= -0.48 , $t(257) = -15.5$, $p = .000$.

Accordingly the actual mean of planning was statistically significantly lower than the expected normal planning mean, $t\ (257) = -15.5$, $p = .000$. Hence, there was a statistically significant difference between mean scores (M=2.52, MD= - 0.48, SD=0.45, 95%, $t\ (257) = -15.5$, $p = 0.000$, $p < .05$). As it shown the above table 10, all items' p-value was less than 0.05 which was p=.000, that indicates that except two items every variables of planning mean has significantly different from the expected one. Especially, the mean of "Write a set of goals for each day" (item 2) is the most statistically significantly different (M=1.67, MD= - 1.33, SD=0.85, $t\ (257) = -22.2$, $p = 0.000$, $p < .05$). That enabled to conclude that teachers has hardly implemented in making list of things when they were going to do each tasks. On the other hand teachers believed that they had been significantly "Plan the day before start it" (M=3.42, MD= 0.42, SD=0.75, t

(257) = 8, p = 0.000, p < .05) and "Have a set of goals for the entire term" (M=3.35, MD= 0.35, SD=0.88, t (257) = 5.6, p = 0.000, p < .05)

This implies that time management planning had not been implemented as expected. It had been practiced under the normal condition.

Beside the questionnaire interview, document examination and observation had been held. Hence, the findings about planning are presented here. Among the interviewed six principals, all of them believed that the prevalence of teachers' planning on time management was very low.

On the other hand, among 18 teachers who have been observed only 7(38%) had entered in to the classroom by preparing daily lesson plan. Meanwhile 62 percent of teachers were found in the class without lesson plan. Moreover, among 200 teachers who have been examined their document 164(82%) have prepared annual plan the rest 18 percent had not annual plan.

Generally according to teachers view, we can conclude that teachers time management practice on planning have been significantly low.

4.3.1.2 Scheduling

Table 11. The result of one sample t-test and descriptive statistics for scheduling

No	II. Scheduling	Test Value= 3 N=200			95% Confidence	
	Items	M	SD	MD	T	P
1	Make the schedule of activities that have to be done on workdays	3.25	0.83	0.25	4.22	0.000
2	Set deadlines for completing work	3.47	0.68	0.46	9.58	0.000
3	Keep do things guided by the schedule	3.26	0.82	0.26	4.47	0.000
	Grand mean	3..32	0.71	0.32	6.44	0.000

P < 0.05

The second major variable of time management practice was scheduling. The results are shown in Table 11, which had been analyzed with one-sample t-test was conducted to determine if the means score of teachers on their "scheduling" is significantly different (p < 0.05) from the expected mean (3). As shown in the above table 11, the grand mean of "scheduling" (3.32 ±

0.32) was greater than the normal mean score of scheduling (3), a statistically significant difference of MD= 0.32, t (257) = 6.44, p = .000.

Subsequently the actual mean score of scheduling was statistically significantly greater than the expected normal scheduling mean score, t (257) = 6.44, p = 0.000.

Thus, there was a statistically significant difference between mean scores (MD= 0.32, SD=0.71, t (257) = 6.44, p = 0.000, p < .05). As it shown the above table 11, the p -value of all items was less than 0.05 which was p=.000, that indicates that every items of planning mean has significantly different from the expected one.

That enabled to conclude that teachers believed that they have been implementing in "scheduling" to manage their time. Mainly, the mean of "Set deadlines for completing work" (item 2) is the most statistically significantly different (M=3.47, MD= 0.46, SD=0.68, t (257) = -9.58, p = 0.000, p < .05).

On the contrary, it has been revealed that among observed 18 teachers who were in the classroom, 16(88.8%) were not found based on their annual plan schedule. This implies that time management scheduling had not been implemented as expected. It had been practiced below the normal assumption.

4.3.1.3 Prioritizing

Table 12 .the result of one sample t-test and descriptive s statistics for prioritizing

No	III. Prioritizing	Test Value= 3 N=200				95% Confidence
		M	SD	MD	T	P
	Items					
	Prioritize the tasks what need to be done according to their importance and urgency	1.9	0.733	-1.105	-21.33	0.000
2	Set and keep priorities	1.93	0.82	-1.07	-18.7	0.000
3	Continue to manage unprofitable routine activities	2.01	0.818	-0.99	-17.21	0.000
4	Keep things accomplish what needs to be done during the day	2.35	0.89	-0.65	-10.35	0.000
	Grand mean	1.94	0.77	-1.05	-19.40	0.000

$P < 0.05$

The third major variable of time management practice was prioritization. As it has been illustrated in Table 12, which had been analyzed with, one-sample t-test was conducted to determine whether the means score of "prioritizing" is significantly different ($p < 0.05$) from the expected mean (3). As shown in the above table 12, the grand mean of "prioritizing" (1.94 ± 1.05) was lower than the normal mean score of prioritizing (3), a statistically significant difference of MD= -1.05, t (257) = -19.4, p = .000.

Subsequently the actual mean score of prioritizing was statistically significantly lower than the expected normal prioritizing mean score, t (257) = -19.4, p = 0.000.

Thus, there was a statistically significant difference between mean scores (M=1.94, MD= -1.05, SD=0.77, t (257) = -19.4, p = 0.000, p < .05). As it shown the above table 12 the p -value of all items was less than 0.05 which was p=.000, that indicates that every items of prioritizing mean has significantly different from the expected one. The SD=0.77 indicate that the means had been settled around the center mean.

This implies that teachers believed that time management "prioritizing" had not been implemented as expected. It had been practiced below the normal assumption.

Moreover, among sampled 200 teachers, it had been proved by document examination that 96 % (192) teachers had never prioritized tasks based on their importance and urgency. Rather they had done as usual. However, eight teachers were found as they tried to prioritize tasks based on their urgency and importance.

4.3.1.4 Execution

Table 13. the result of one sample t-test and descriptive statistics for execution

No	Iv. Execution	Test Value= 3 N=200			95% Confidence	
	Items	M	SD	MD	T	P
1	Spend enough time on work-related activities	2.87	0.83	-0.130	-2.23	0.029
2	Keep working task without interruption if any of destructions occur	1.90	0.796	-1.1	-19.55	0.000
3	Do tasks today what needs to be done without delaying	2.36	0.900	-0.62	-9.74	0.000
4	Keep periodically re-assess activities in relation to the goals	3.26	0.86	0.26	4.25	0.000
5	Keep register wasted times	1.89	0.798	-1.05	-19.57	0.000
6	Recover the wasted times	2.995	1.044	-0.005	-0.068	0.964
7	Start and end the task on time	1.89	0.79	-1.05	-19.57	0.000
	Grand mean	2.44	0.52	-0.55	-15.079	0.000

The Fourth major variable of time management practice was "execution". As it has been tabulated in, Table 13, which had been analyzed with, one-sample t-test was conducted to determine whether the means score of "execution" is significantly different ($p < 0.05$) from the expected mean score (3). As shown in the above table 13, the grand mean of "execution" (2.44± 0.55) was lower than the normal mean score of execution (3), a statistically significant different from the expected means (MD= 0.55 , $t(257) = -15.07$, $p = .000$).

Therefore the calculated mean score of execution was statistically significantly lower than the expected normal scheduling mean score, t (257) = -15.079, p = 0.000.

Hence, there was a statistically significant difference between mean scores (M= 2.44, MD= -0.55, SD=0.52, t (257) = -15.079, p = 0.000, p < .05). As it shown the above table 13, the p -value of all items was less than 0.05 which was p=.000, that indicates that every items of execution mean scores has significantly different from the expected one. Mainly, the mean of "Keep working task without interruption if any of destructions occur" (item 2) was the most statistically significantly different (M= 1.9, MD= - 1.1, SD=0.79, t (257) = -19.55, p = 0.000, p < .05). That likely to conclude that teachers believed that they have been relatively reluctant to make the schedule of activities that had to be done on workdays.

This implies that time management execution had not been implemented as expected. It had been practiced below the normal assumption.

Over all, time management among of teachers was measured by 19 items in questionnaire distributed over four categories; analysis of planning, prioritizing, scheduling and execution. One sample t-test had been used to measure teachers' time management practice. The overall mean of the time management items (M=2.55, SD=0.61, 95% CI, MD= 2.56, T=62.71, P=.000) was significantly different from the expected mean score (3). Thus, all categories were statistically significantly difference from the hypothetical mean. The first and the most significantly different variable was "Prioritization" (M=1.94, MD= -1.05, SD=0.77, t (257) = -19.4, p = 0.000, p < .05) as it has been shown in table 12. The second categories was "Execution" (M= 2.44, MD= -0.55, SD=0.52, t (257) = -15.079, p = 0.000, p < .05) shown in table 13. Then "planning" (M=2.52, MD= - 0.48, SD=0.45, 95%, t (257) = -15.5, p = 0.000, p < .05) Shown in table 10. The last but relatively the best was mean score of "scheduling" (M=3.47, MD= 0.46, SD=0.68, t (257) = -9.58, p = 0.000, p < .05). Therefore variables have been listed respectively from the lowest to the best based on the magnitude of the mean score difference from the expected mean score (3).

4.3.2. The View of Instructional Leaders about the Extent of Teachers' Time management

4.3.2.1 Planning

Table 14. The result of one sample t-test and descriptive statistics for planning

No	I. Planning	Test Value= 3 N=58			95% Confidence	
	Items	M	SD	MD	T	P
1	Plan the day before start it	2.90	0.88	0.10	-0.99	0.00
2	Write a set of goals for each day	1.24	0.57	-1.76	-23.43	0.00
3	Make a list of things that it have to be done each day	2.00	0.62	-1.00	-12.26	0.00
4	Have an awareness on what need to be accomplished for the next week	1.67	0.82	-1.33	-12.26	0.00
5	Have a set of goals for the entire term	2.88	0.88	-0.12	-1.04	0.04
	Grand mean	2.65	0.35	-0.84	-18.36	0.00

P< 0.05

A one-sample t-test was conducted to determine if the means of "teachers planning their time" is significantly different ($p < 0.05$) from the expected mean (3). As shown in the above table 14, the grand mean of "planning" (2.65 ± 0.84) was lower than the normal mean of planning (3), a statistically significant difference of ($M= 2.65$, $MD= -0.84$, $t(257) = -18.36$, $p = .000$).

Accordingly the actual mean of planning was statistically significantly lower ^{than} the expected normal planning mean, $t (257) = -18.36$, $p = 0.000$.

Hence, there was a statistically significant difference between mean scores ($M= 2.65$, $MD= -0.84$, $SD=0.35$, $t (257) = -18.36$, $p = 0.000$, $p < .05$). As it shown the above table 14 all items' p-value was less than 0.05 which was p=.000, that indicates that every variables of planning mean has significantly different from the expected one. Especially, the mean of "Write a set of goals for each day" (item 2) is the most statistically significantly different ($M=1.24$, $MD= - 1.76$, $SD=0.57$,, $t (257) = -23.43$, $p = 0.000$, $p < .05$). That enabled to conclude that teachers has hardly implemented in making list of things when they were going to do each tasks.

This implies that time management planning had not been implemented as expected. It had been practiced under the normal condition.

Generally, the study indicated that teachers' time management practice on "planning"has been below expected average mean score.

4.3.2.2. Scheduling

Table 15. The result of one sample t-test and descriptive statistics for scheduling

No	II. Scheduling Items	Test Value= 3 N=58 M	SD	MD	95% Confidence T	P
1	Make the schedule of activities that have to be done on workdays	2.38	0.85	-0.62	-5.53	0.000
2	Set deadlines for completing work	1.91	0.73	-1.09	-11.30	0.000
3	Keep do things guided by the schedule	1.78	0.75	-1.22	-12.43	0.000
	Grand mean	2.02	0.47	-0.98	-15.94	0.000

$P < 0.05$

The second major variable of time management practice was "scheduling". The results are shown in Table 15, which had been analyzed with one-sample t-test was conducted to determine if the means score of "scheduling" is significantly different ($p < 0.05$) from the expected mean (3). As shown in the above table 15, the grand mean of "scheduling" (2.03 ± 0.98) was lower than the normal mean score of scheduling (3), a statistically significant difference of MD= -0.98, $t(257) = -15.94$, $p = .000$.

Subsequently the actual mean score of "scheduling" was statistically significantly lower than the expected normal scheduling mean score, $t(257) = -15.94$, $p = 0.000$.

Thus, there was a statistically significant difference between mean scores (MD= -0.98, SD=0.47, $t(257) = -15.94$, $p = 0.000$, $p < .05$). As it shown the above table 15, the p -value of all items was less than 0.05 which was p=.000, that indicates that every items of planning mean has significantly different from the expected one. Mainly, the mean of "Keep do things guided by the schedule" (item 3) is the most statistically significantly different (M=1.78, MD= - 1.22,

SD=0.75, t (257) = -12.43, p = 0.000, p < .05). That likely to conclude that instructional leaders believed that teachers were relatively reluctant to make the schedule of activities that had to be done on workdays.

4.3.2.3. Prioritizing

Table 16. The result of one sample t-test and descriptive statistics for prioritizing

No	III. Prioritizing	Test Value= 3 N=58				95% Confidence
	Items	M	SD	MD	T	P
1	Prioritize the tasks what need to be done according to their importance and urgency	1.53	0.68	-1.47	-16.39	0.00
2	Set and keep priorities	1.47	0.68	-1.53	-17.16	0.00
3	Continue to manage unprofitable routine activities	1.50	0.66	-1.50	-17.42	0.00
4	Keep things accomplish what needs to be done during the day	1.48	0.66	-1.52	-17.63	0.00
	Grand mean	1.50	0.61	-1.50	-18.85	0.00

P < 0.05

The third major variable of time management practice was “prioritization”. As it has been illustrated in Table 16, which had been analyzed with, one-sample t-test was conducted to determine whether the means score of “prioritizing” is significantly different (p < 0.05) from the expected mean (3). As shown in the above table 16, the grand mean of “prioritizing” (1.50 ± 1.50) was lower than the normal mean score of prioritizing (3), a statistically significant difference of MD= -1.50, t (257) = -18.85, p = .000.

Subsequently the actual mean score of prioritizing was statistically significantly lower than the expected normal prioritizing mean score, t (257) = -18.85, p = 0.000.

Thus, there was a statistically significant difference between mean scores (M=1.50, MD= -1.50, SD=0.61, t (257) = -18.85, p = 0.000, p < .05). As it shown the above table 16, the p -value of

all items was less than 0.05 which was p=.000, that indicates that every items of prioritizing mean has significantly different from the expected one. The SD=0.61 indicate that the means had been settled around the center mean.

This implies that "time management prioritizing" had not been implemented as expected. It had been practiced below the normal assumption.

4.3.2.4 Execution

Table 17. the result of one sample t-test and descriptive statistics for execution

No	Iv. Execution	Test Value= 3 N=58			95% Confidence	
	Items	M	SD	MD	T	P
1	Spend enough time on work-related activities	1.74	0.74	-1.26	-12.97	0.00
2	Keep working task without interruption if any of destructions occur	1.24	0.47	-1.76	-28.46	0.00
3	Do tasks today what needs to be done without delaying	1.78	0.73	-1.22	-12.83	0.00
4	Keep periodically re-assess activities in relation to the goals	1.79	0.77	-1.21	-11.99	0.00
5	Keep register wasted times	1.69	0.63	-1.31	-15.91	0.00
6	Recover the wasted times	2.05	0.98	-0.95	-7.36	0.00
7	Start and end the task on time	1.74	0.74	-1.26	-12.97	0.00
	Grand mean	1.62	0.77	-1.38	-13.67	0.00

The Fourth major variable of time management practice was "execution". As it has been tabulated in, Table 17, which had been analyzed with, one-sample t-test, was conducted to determine whether the means score of "execution" is significantly different ($p < 0.05$) from the expected mean score (3). As shown in the above table 17, the grand mean of "execution" (1.62± 1.38) was lower than the normal mean score of execution (4.5), a statistically significant different from the expected means (MD= -1.38, t (257) = -13.67, p = .000).

Therefore the calculated mean score of execution was statistically significantly lower than the expected normal scheduling mean score, t (257) = -13.67, p = 0.000.

Hence, there was a statistically significant difference between mean scores (M= 1.62, MD= -1.38, SD=0.77, t (257) = -13.67, p = 0.000, p < .05). As it shown the above table 17, the p -value of all items was less than 0.05 which was p=.000, that indicates that every items of "execution" mean scores has significantly different from the expected one. Mainly, the mean of "Keep working task without interruption if any of destructions occur" (item 2) was the most statistically significantly different (M= 1.24, MD= - 1.76, SD=0.47, t (257) = -28.46, p = 0.000, p < .05). That likely to conclude that teachers were relatively reluctant to make the schedule of activities that had to be done on workdays.

This indicates that time management execution had not been implemented as expected. It had been practiced below the normal assumption.

Over all, time management among of teachers was measured by 19 items in questionnaire distributed over four categories; analysis of planning, prioritizing, scheduling and execution. One sample t-test had been used to measure teachers' time management practice. The overall mean of the time management items (M=1.94, SD=0.55, MD= -1.175, T=-16.705, P=.000) was significantly different from the expected mean score (3). Thus, all categories have significant difference from the hypothetical mean. The first and the most significantly different variable was "Prioritization" (M=1.50, MD= -1.50, SD=0.61, t (257) = -18.85, p = 0.000, p < .05) as it has been shown in table 16. The second categories was "Execution" (M= 1.62, MD= -1.38, SD=0.77, t (257) = -13.67, p = 0.000, p < .05) shown in table 17, "scheduling" M=1.78, MD= - 1.22, SD=0.75, t (257) = -12.43, p = 0.000, p < .05) shown in table 15. Then "Planning" (M=1.24, MD= - 1.76, SD=0.57, t (257) = -23.43, p = 0.000, p < .05), Shown in table 14, mean score have been listed respectively from the lowest to the best based on the magnitude of the mean score difference from the expected mean score 4.5.

Beside the questionnaire; interview, document examination and observation had been held. Moreover the interviewer interview that "how do you see the practices of teachers' time management". Hence, among the interviewed six principals, all of them believed that the

prevalence of teachers' *time management practice was very low*. Responses for the other interview question called "are they punctual?', for this question all school principals suggested that their school teachers were not punctual, they always come to school very late. Even most of them were reluctant to inter in to the class when they were in school surround. For example, among the sampled 321 teachers for external observation and document analysis, 276(86 percent) were attend the school day. This implies that 14 percent of teachers were absent from the school which is relatively high the previous study by the World Bank studied in Ethiopia by Bereket and Wendmsyamregne (2015) which was 12 percent. Furthermore only 166 (52 percent) of them (in rural it reaches up to 36.4 percent) had arrived in the school compound before the flag ceremony. In addition to calculating the overall percentage of attendance of teachers during an observation, the researchers also looked at patterns in teachers' engagement on the task whether they were on or off task. On the other hand, among the observed teachers (276) who had been in the school premises 55.7 percent were found in the classroom and they had been teaching. This was relatively better than the previous study by Bereket and Wendmsyamregne (2015) which was 51 percent. However, about 25.6 percent of teachers, which is more than 1 in 4 teachers, were found outside the classroom neither worked co curricular activities although they were in the school. In addition, based on the examined documents, the researcher never got a teacher who could attend all schooling days.

Beside observation, the researcher had conducted document analysis. Before that, it must be reminded that according to ministry of education calendar 2021/2022 school year have had 184 schooling days (first semester 84 and second semester 100days). Accordingly, among sampled teachers on average one teacher have been absent from the school at least 46 days in a single year (Minimum 17 day, maximum 84 days). This implies that, the study prevailed that teachers attend school an average of 75.6 percent of the time. This is severer than the previous studies conducted in Ethiopia 80 percent by USAID (2008), 78 percent World Bank studied in Ethiopia by Bereket and Wendmsyamregne (2015).

In contrast, in this study the absenteeism rate of teachers 46 days (25%) is relatively similar to the previous studies conducted by Chaudhury (2005) and Abadzi (2009) it rates between 11 and 27 percent in Bangladesh, Ecuador, India, Indonesia, Peru, Uganda, and Zambia. Additionally, it is also greater than Malawi's rate of absenteeism conducted by World bank study by Guerrero,

Leon, Zapata, Sugimaru, and Cueto (2012) found national averages of teacher absenteeism in developing countries that range from 3 percent in Malawi to 27 in percent in Uganda.

Hence, the study revealed that 87% teachers had absented from the school at the eves and the next days of the holidays and semesters start up as well. On the other hand, among the annual wasted 18,133 teaching hours only 3989.2 hours (22%) had been recovered. Meanwhile 78 percent of wasted time never been recovered. Generally, the study indicated that "time management practice" is low for secondary school teachers in north Mechaworeda.

4.4 Comparison of Teachers and Instructional Leaders' View on Teachers' Time Management Practices

An independent t-test was conducted to determine whether time management practice of teachers was viewed differently. As it has been discussed on the above section, the score of time management practice was normally distributed as assessed by Shapiro-Wilk's test ($p > .05$) and there were no outliers in the data, as assessed by inspection of a box plot. Accordingly, the 19 items of time management practice had been summarized under four major categories namely planning, scheduling, prioritization and execution (which have five, three, four, and seven items respectively). Since, the practice has been discussed briefly on the topic of 4.3, this section has given more emphasis to compare the views of teachers and instructional leaders (department heads and vice principals) on teachers time management practice.

Remind that teacher's time management could has been generalized by those level of agreement. Meanwhile, levels of practice 1-1.49=1 (never practiced); 1.50-2.49= (2) rarely practiced; 2.50-3.49=3 (sometimes practiced); 3.50-4.49= 4 (often practiced) and 4.50-5.00= 5 (always practiced) Atef &Munir (2009).

4.4.1 Views on Planning

Table 18. The result of independent t-test and inferential statistics for planning

no	Item **I. Planning**	Responses Teachers (n=200)		Instructional Leaders (n=58)		T	P
		M	SD	M	SD		
1	Plan the day before start it	3.42	0.746	3.00	0.879	3.623	0.000
2	Write a set of goals for each day	1.67	0.845	1.24	0.572	4.467	0.000
3	Make a list of things that it have to be done each day	2.15	0.829	2.00	0.621	1.443	0.151
4	Have an awareness on what need to be accomplished for the next week	2.01	0.763	1.67	0.825	2.790	0.006
5	Have a set of goals for the entire term	3.35	0.884	2.88	0.880	3.574	0.000
	Grand mean	2.519	0.439	2.159	0.349	6.512	0.000

As it has been presented in table 18, teachers time management practices have been viewed differently by instructional leaders and teachers themselves. Accordingly, one of the practices of time management was planning which had five specific items under it. Thus, the grand mean of this practice by teachers was 2.519 while it was 2.159 mean by instructional leaders. Therefore, this indicated that instructional leaders believed that teachers have not properly planning their time than what teachers believed. Since, both teachers and instructional leaders mean score were surpassed in the level agreement of rarely practiced (1.50-2.49), it could be concluded that they were viewed planning has been rarely practiced by teachers to manage their working time. Meanwhile, there have been a significance differences between teachers and instructional leaders about planning their time (t- value 6.51, p=.00, $p<0.05$). The other point was t-value, which could show us the magnitude of the differences obtained from the sample against the null hypothesis. As the t-value increases, our null hypothesis's probability of being rejected increases. Thus, the t-value here was 6.51.

Furthermore, the p-values of all items are less than 0.05 except item "3"(M1=2.15, M2=2.00 T=0.151, P>0.005). This implies that both teachers and instructional leaders viewed that teachers

have rarely awareness on what is going to be done for the next week without any significance difference. Since, there have been significance differences between teachers' and instructional leaders' mean score.

4.4.2 Views on Scheduling

Table 19.the result of independent t-test and inferential statistics for scheduling

no	Item **II. Scheduling**	Responses Teachers (n=200) M	SD	Instructional Leaders (n=58) M	SD	T	P
1	Make the schedule of activities that have to done on workdays	3.25	0.837	2.38	0.855	6.940	0.000
2	Set deadlines for completing work	3.47	0.686	1.91	0.732	14.926	0.000
3	Keep do things guided by the schedule	3.26	0.822	1.78	0.750	12.337	0.000
	Grand mean	3.32	0.713	2.023	0.46	16.407	0.000

As it has been presented in table 19, another time management practice was scheduling which had contained three specific items. Thus, the grand mean of this practice by teachers was 3.32 while it was 2.02 mean by instructional leaders. Therefore, this indicates that instructional leaders believed that as teachers have not been properly scheduling their time than what teachers believed. Teachers mean score (3.32) was surpassed in the level of agreement of sometimes-practiced (2.50-3.49), it could be concluded that they were viewed that as "scheduling" has been sometimes practiced by them. On the contrary, instructional leaders viewed that scheduling has been rarely practiced (1.50-2.49).

The other point was t-value, which could show us the magnitude of the differences obtained from the sample against the expected. Meanwhile, as the t-value increases, our null hypothesis's probability of being rejected increases. Thus, the t-value here was 16.4. Accordingly, there have been a significance differences between teachers and instructional leaders about scheduling (M1=3.32, M2=2.023, T=16.5, p=.00, p<0.05).

Furthermore, the p-value of all items was less than 0.05. Since, there have been significance differences between teachers' and instructional leaders' mean score.

4.4.3 Views on Prioritizing

Table 20. The result of independent t-test and inferential statistics for prioritizing

no	Item **III. Prioritization**	Responses Teachers (n=200)		Instructional Leaders (n=58)		T	P
		M	SD	M	SD		
1	prioritize the tasks what needed to be done according to their importance and urgency	1.90	0.733	1.53	0.681	3.351	0.001
2	Set and keep priorities	1.93	0.818	1.47	0.681	14.926	0.000
3	Continue to manage unprofitable routine activities	2.01	0.818	1.50	0.656	4.317	0.000
4	Keep things accomplish what needs to be done during the day	2.35	0.894	1.48	0.655	8.074	0.000
	Grand mean	1.94	0.77	1.50	0.60	4.03	0.000

As it has been depicted in table 20, teachers time management practices have been viewed differently by instructional leaders and teachers themselves. Accordingly, the third major category of time management was prioritizing which had four specific items under it. Even though, the grand means (1.94, 1.5 respectively) of both teachers and instructional leaders were surpassed under "never practiced", it had statistically significant different (M1=1.94, M2=1.5, t-value 4.035, p=.000, P<0.05). Therefore, this indicated that instructional leaders believed that teachers have never prioritized time than what teachers believed about themselves. Since, both teachers and instructional leaders mean score were surpassed in the level agreement of rarely practiced (1- 1.8), it could be concluded that they were viewed prioritizing tasks has rarely been practiced by teachers to manage their working time. The other point was t-value, which could show us the magnitude of the differences obtained from the sample against the null hypothesis. As the t-value increases, our null hypothesis's probability of being rejected increases (t=4.035).

Furthermore, the p-value of all items is less than 0.05. This implies that both teachers and instructional leaders viewed that teachers have never practice on prioritization of tasks. Since, there have been significance differences between teachers' and instructional leaders' mean score. Therefore, the null hypothesis could be rejected instead the alternative hypothesis could be chosen.

4.4.4 Views on Execution

Table 21. The result of independent t-test and inferential statistics for execution

No	Item	Responses				T	P
	Iv. Execution	Teachers (n=200)		Instructional Leaders (n=58)			
		M	SD	M	SD		
1	Spend enough time on work-related activities	2.87	0.835	1.74	0.739	9.294	0.000
2	Keep working task without interruption if any of destructions occur	1.90	0.796	1.24	0.471	6.002	0.000
3	Do tasks today what needs to be done without delaying	2.38	0.900	1.78	0.727	5.269	0.000
4	Keep periodically re-assess activities in relation to the goals	3.26	0.864	1.79	0.767	11.666	0.000
5	Keep register wasted times	1.90	0.798	1.69	0.627	1.804	0.000
6	Recover the wasted times	3.00	1.044	2.05	0.981	6.138	0.000
7	Start and end the task on time	1.90	0.798	1.62	0.768	2.323	0.000
	Grand mean	2.4425	0.522	1.67	0.331	13.456	0.000

As it has been illustrated in table 21, teachers time management practices have been viewed differently by instructional leaders and teachers themselves. Hence, the third major category of time management was execution, which had seven specific items under it. Even though, the grand means (M1=2.44, M2=1.67 respectively) of both teachers and instructional leaders were surpassed under "rarely practiced" (1.50-2.49), it had statistically significant different (M1=1.94, M2=1.5, t- value 4.035, p=.00, 95% CI, P<0.05). Therefore, this indicated that instructional leaders believed that teachers have rarely executed their time than what teachers believed about themselves. Since, both teachers and instructional leaders mean score were surpassed in the level agreement of rarely practiced (1.50-2.49), it could be concluded that they were viewed executing

tasks has never been properly practiced by teachers to manage their working time. Furthermore, except the fifth item, the p-value of all items was less than 0.05. There is no significant difference between teacher and instructional leaders view towards teachers never Keep register-wasted times (p=0.07, >0.05).

Generally, both teachers and instructional leaders viewed that teachers have rarely prioritized tasks to manage their time. Since, there have been significance differences between teachers' and instructional leaders' mean score. Therefore, the null hypothesis could be rejected instead the alternative hypothesis could be chosen.

Indeed, it can be concluded that, there was a significant agreement on the difference between teachers and instructional leaders towards of teachers' time management practice in North Mecha secondary schools

In contrast, in this study the absenteeism rate of teachers 46 days (25%) is relatively similar to the previous studies conducted by Chaudhury (2005) and Abadzi (2009) it rates between 11 and 27 percent in Bangladesh, Ecuador, India, Indonesia, Peru, Uganda, and Zambia. Additionally, it is also greater than Malawi's rate of absenteeism conducted by World Bank study by Guerrero, Leon, Zapata, Sugimaru, and Cueto (2012) that was ranging from 3 percent in Malawi to 27 in percent in Uganda.

4.5 Challenges that Encounter Teachers' time management Practice at Work

This part consists of 12 items that has been organized under four major categories namely lack of time disciple, personal obstacles, disorganization and negative time attitude (which have four, three, three, and three items respectively).

The researcher used one sample t-test to measure the challenges that encounter teachers' time management. The test value of the mean score was "3". This was taken from Britton and Tessor (1991) the test value of time management variables.

4.5.1 Lack of Time-discipline

Table 22. The result of one sample t-test and descriptive statistics for lack of time discipline

No	I. Lack of time-discipline	Test Value= 3 N=258			95% Confidence level	
	Items	M	SD	MD	T	P
1	Telephoning	2.82	0.979	-0.18	-2.988	0.003
2	The usage of social media at work	3.40	1.250	0.393	5.032	0.000
3	Lack of punctuality (not arriving and leaving on time) even when if never face any challenge	3.20	0.944	0.195	3.303	0.001
4	Playing and talking with their colleagues during the working time	3.97	0.899	0.977	17.545	0.000
	Grand mean	3.35	0.610	1.346	9.093	0.000

The First major category of time management challenge was lack of time disciple. As it has been stated in, Table 22, which had been analyzed with, one-sample t-test was conducted to determine whether its' means score is significantly different ($p < 0.05$) from the expected mean score (3). As shown in the above table 22, the grand mean of "lack of time discipline" (3.35) was greater than the normal mean score (3), which has a statistically significant different from the expected means ($M=3.35$, $MD= 1.346$, $t (257) = 9.09$, $p = .000$). Among the challenges which was listed under this category, Playing and talking with their colleagues during the working time ($M=3.97$, $MD=0.977$, $SD=0.899$, $t=17.54$, $P=0.00$) was the leading challenges for teachers time management (table 18, item four). This also proved though observation that 25.6 percent of teachers found outside the classroom during their period.

Therefore the calculated mean score of lack of time management discipline was statistically significantly higher than the expected normal mean score, $t (257) = 9.09, p = .000$). Accordingly, the null hypothesis can be rejected, and the alternative hypothesis can be chosen.

4.5.2 Personal Obstacles

Table 23. the result of one sample t-test and descriptive statistics for personal obstacles

No	II. personal obstacles	Test Value= 3 N=258			95% Confidence level	
	Items	M	SD	MD	T	P
1	Health related problems	2.16	0.593	-0.84	-22.768	0.000
2	Maternity cases like pregnancy, child rearing and caring	3.85	0.963	0.856	14.242	0.000
3	Social issues like funerals, weddings, and holidays	3.91	0.941	0.907	15.475	0.000
	Grand mean	3.31	0.633	0.309	7.844	0.000

The second major category of time management challenge was personal obstacles. As it has been stated in, Table 23, which had been analyzed with, one-sample t-test was conducted to determine whether its' means score is significantly different ($p < 0.05$) from the expected mean score (3). As shown in the above table 23, the grand mean of "personal obstacles" was greater than the normal mean score (3), which has a statistically significant different from the expected means (M=3.31, MD= 0.309, t (257) = 7.844, p = .000). Among the challenges which was listed under this category, "Social issues like funerals, weddings, and holidays" (M=3.91, MD=0.907, SD=0.941, t=15.475, P=0.00) was the leading challenges for teachers time management (table 19, item three). Additionally, the researcher conducted interview. In addition, 83.3 %(5) concluded that social problem is the leading factor. For example, the interviewer (I) asked one interviewee that:

I: which factor takes the lion share if time management of your schoolteachers' is in problematic?

Ayele: " first he looked at the attendance roughly and suggested that "Social issues like funerals, weddings, and holidays was ranked first as the major challenges of teachers' time management *in our school. Especially most child rearing teachers have been wasting most of our school time. So, then lack self discipline like chatting outside the class with the colleagues is the headache of our school time management , but they haven't been recovering the wasted time, even the wasted time never been registered…; so, that's what it have been practicing….."*

.”Tamiru: Yes, most of the reasons of absented teachers are due to lack of shelters in the school. He aggressively said in our school there is no any shelter even there is no rental shelters around here. Due to this, all teachers wasted their time through traveling to the capital city of the woreda…. For example yesterday most teachers arriving in the school delayed by at least 1.5 hour from they are supposed to be here….therefore this is about time management in our school…..’

In addition, the researcher examined from school attendance that 43.4 percent of teachers absenteeism was due to social problems.

Hence, the calculated mean score of lack of time management discipline was statistically significantly higher than the expected normal personal obstacles mean score, t (257) = 7.844, p = .000.

4.5.3 Disorganization

Table 24 .the result of one sample t-test and descriptive statistics for disorganization

No	III. Disorganization	Test Value= 3 N=258			95% Confidence level	
	Items	M	SD	MD	T	P
1	Unplanned meetings	2.93	0.920	-.074	1.286	0.20
2	Interruptions and distractions	3.26	0.978	0.260	4.267	0.000
3	Stress because of too much work /feel over whelmed/	2.40	1.305	-0.60	-7.393	0.000
	Grand mean	2.861	0.52874	-.138	-4.20	0.000

The third major category of time management challenge was disorganization. As it has been stated in, Table 24, which had been analyzed with, one-sample t-test was conducted to determine whether its’ means score is significantly different ($p < 0.05$) from the expected mean score (3). As it has been stated in the above table 24, the grand mean of “disorganization” was less than the normal mean score (3), which has a statistically significant different from the expected means (M=2.861, MD= -0.138, t (257) = -4.20, p = .000). Among the challenges which has been listed

under this category, "interruptions and distractions" (M=3.26, MD=0.26, SD=0.978, T=4.267, P=0.00) was the leading challenges for teachers time management (table 24, item two).

Hence, the calculated mean score of disorganization was statistically significantly less than the expected normal disorganization mean score, t (257) = -4.20, p = .000.

4.5.4 Negative Time Attitude

Table 25.the result of one sample t-test and descriptive statistics for negative time attitude

No	IV. Negative time attitude	Test Value= 3 N=258			95% Confidence level	
	Items	M	SD	MD	T	P
1	Attitudinal problem towards time management	2.11	0.927	-.891	-15.37	0.000
2	Lack of awareness and skills about time management	2.30	0.989	-.700	-11.36	0.000
3	Needs more time than others	3.902	0.864	1.016	18.80	0.000
	Grand mean	2.80	0.626	-.191	-4.911	0.000

The last major category of time management challenge was negative time attitude towards time management. As it has been stated in, table 25, which had been analyzed with, one-sample t-test was conducted to determine whether its' means score is significantly different ($p < 0.05$) from the expected mean score (3). As tabulated in the above table 25, the grand mean of "negative time attitude" was less than the normal mean score (3), which has a statistically significant different from the expected mean (M=2.80, MD= -0.191, t (257) = -4.911, p = .000). Among the challenges which was listed under this category, "Needs more time than others" was (M=3.902, MD=0.902, SD=0.864, T=18.80, P=0.00) was the leading challenges for teachers time management (table 25, item three).

Therefore, the calculated mean score of lack of negative time attitude was statistically significantly less than the expected normal mean score, t (257) = -4.911, p = .000.

To sum up, among the challenges that encounter teachers time management; lack of time-discipline (M=3.97, MD=0.977, SD=0.899, t=17.54, P=0.00) was the first and the most challenge of teachers to manage their time at work. The Second challenge was personal obstacles

(M=3.31, MD= 0.309, t (257) = 7.844, p = .000). The third challenges of teachers time management was disorganization (M=2.861, MD= -0.138, t (257) = -4.20, p = .000), and negative time attitude (M=2.80, MD= -0.191, t (257) = -4.911, p = .000) was the last according to the magnitude of their mean score. Accordingly, the first and the second challenges have significant different with expected mean score (3). Alternatively, it can be concluded that those major categories were the challenges that encounter teachers' time management practice.

Additionally, there was an open-ended question has been questioned as "if other challenges, specify please?", in this respect, respondents further mention other time consumers including students' different needs and levels as well as their lack of self-confidence and background knowledge. They also complained about pupils focus on unimportant details, which have no relation with the lesson, leaving their basic learning materials at home, in addition to some administrative obstacles. They also mentioned prioritization as front line time waster factors of teachers. They were not able to complete their tasks on the allotted period.

Additionally, teachers suggested on opened ended questions that principals' management style could also affect the practice of time management. Hence, 83 percent of school principal had failed to report to the higher authorities when teachers have been absent from the school. This was higher than the Study conducted recently in Madagascar by Gérard (2013). According to the previous study School, directors rarely follow up with their teaching staff on student performance; more than 80% of them fail to report teacher absences to administrators at the sub district and district levels. Therefore this implies that time management have been forgotten activity in the school even by the school principals.

Moreover, teachers added that, shortage of shelters in the near distance of the school was one of the basic causes for the wastage of teachers' time. Indeed, it can be proofed by observation and document analysis that the wasted times were sever in those schools.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Introduction

The researcher discussed, summarized, concluded and gave the recommendations on teachers' time management practice in secondary schools of North Mecha Woreda based on the analysis and data collected on the study.

5.1 Summary of Major Findings

This research was conducted in North Mechaworeda, Amhara Region, Ethiopia. It was aimed at assessing time management Practices of teachers in secondary schools. Accordingly, 282 respondents were teachers, instructional leaders (head teachers and vice principals) and principals who were selected from six sample secondary schools (218, 50, 8, 6 were the sample size of the respondent respectively).

The study was conducted based on three major objectives: (a) to assess teachers' time management practice on secondary schools. (b) To identify the challenges that could have encountered teachers' time management. (c) To assess if there was a difference on the views of teaches and instructional leaders towards teachers' time management practice.

In this study questionnaire**,** interview, document analysis and observation were conducted as data collection instruments.

Every item in the instrument has been carefully analyzed and interpreted. Additionally, every recorded checklist of the documents has been properly examined. For descriptive Statistics, one sample t- test has been used to measure and analyze the status of practices, and the challenges. On the other hand, inferential statistics has been analyzed by independent t-test since it uses to analyze the differences between the two groups (teachers and instructional leaders). The rest qualitative data like interview, observation and document examinations has been analyzed through qualitative thematic analysis.

The study found out that the prevalence of teachers' time management in North Mecha woreda secondary schools was very low. Hence, teachers' time management has been characterized by irregular attendance, poor prioritization failure to accomplish planning, scheduling, and executing as well.

On the other hand, among the sampled 321 teachers for external observation and document analysis, 276(86 percent) were attend the school day. This implies that 14 percent of teachers were absent from the school. Furthermore only 166 (52 percent) of them (in rural schools who have no shelters it reaches up to 63.7 percent) had arrived in the school compound after the flag ceremony. In addition to calculating the overall percentage of attendance of teachers during an observation, the researchers also looked at patterns in teachers' engagement on the task whether they were on or off task. On the other hand, among the observed teachers (276) who had been in the school premises 55.7 percent were found in the classroom and they had been teaching. However, about 25.6 percent of teachers, which is more than 1 in 4 teachers, were found outside the classroom neither worked co-curricular activities although they were in the school. In addition, based on the examined documents, the researcher never got a teacher who could attend all schooling days.

Beside observation, the analyzed documents revealed that on average one teacher have been absent from the school at least 46 days (25 %) in a single year (Minimum 17 day, maximum 84 days). This implies that, the study prevailed that teachers attend school an average of 75.6 percent of the time.

Indeed, it has been common that teachers had absented from the school at the eves and the next days of the holidays and semesters start up as well. Accordingly, 78 percent of wasted time never been recovered. Meanwhile among the annual wasted 18,133 teaching hours only 3989.2 hours (22%) had been recovered.

According to the findings, teachers time has been greatly affected by lack of time discipline (M=3.34), personal problems (M=3.31), disorganizations (M=2.86) and lastly attitudinal problems (M=2.8) respectively. More over the study revealed out despite there was significant

difference between teachers and instructional leaders view towards teachers' time management practice, they nearly believed that teachers' time management practice has been low.

Generally, the time management practice is low for secondary school teachers in north Mechaworeda.

5.2 Conclusion

The study concluded that the overall time management practice among the secondary school teachers was low. Consequently, the practice of prioritizing, planning, scheduling and executing regarding to time management has been in problematic. Apparently, teachers' time has been greatly wasted because of lack of time discipline, personal problems, disorganizations and lastly attitudinal problems respectively. More over the study revealed that even though there was relatively difference between teachers and instructional leaders view towards teachers' time management practice, they nearly believed that teachers' time management practice has been low. This implies that schooling time has not properly been managed by the teachers. Then it needs special attention of every stakeholder.

5.3 Recommendations

The study recommended that secondary school teachers must give special emphasis about prioritizing, planning, scheduling and executing to improving their time management practice.

Instructional leaders should design strategies to manage the challenges that encounter teachers' time management practice like lack of time discipline and personal obstacles of teachers.

Furthermore, School instructional leaders need to assess and improve strategies in the respective schools to be time management going to well practiced. More over Principals should also administer appropriate measurements to teachers for time thievery.

Additionally, different trainings should be given about time management strategies; different motivational strategies should be designed by instructional leaders.

In addition to the above suggestions, the researcher also recommended that, the teacher training institutions should put more emphasis on time management skills when training teachers to avoid producing poor time managers.

Respondents also suggested that in order to minimize the problem of poor time management in secondary schools, government through the higher managers should regularly carryout schools' inspection and this could minimize the wastage of time by teachers.

Time management deserves further research, using more rigorous methods of analysis. Thus it is recommended to conduct further research on the issue by extending the study setting and the study population.

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APPENDIXES

Appendix I: *Questionnaires to be filled by teachers*

BAHIRDAR UNIVERSITY

College of Education and Behavioral Sciences Department of Educational Planning and Management

Dear respondent:

The purpose of this questionnaire is to collect relevant information for the study entitled "***Teachers' Time management practice in North Mecha Woreda secondary schools"*** as a requirement of my Master's degree in educational planning and management.

Thus you are kindly requested to complete the questions sincerely and honestly. All the information you provide will be kept secretly and will not be used for any other purpose except for the intended academic research purpose. Completing the questionnaire will take a maximum of 45 minutes. Thank you in advance for your commitment to answer this questionnaire and for your unreserved cooperation.

General directions:

1. No need of writing your name

2. Give response by putting (✓) in the appropriate box against each closed ended items and by giving brief descriptions of your opinion for open-ended questions. Every response has to be based on your school context.

3. If you need any clarification on the questions and/or if you face any difficulty in responding the questionnaire please call **……..**

Part I: Respondents' background information

1. Sex: Male ☐ Female ☐
2. Positions: Teacher ☐ Department head ☐
3. Age: 20-25year ☐ 26-30year ☐ 31-35year ☐ 36-40 year ☐ above 40 ☐
4. Level of education: Diploma ☐ Degree ☐ Master ☐ PHD and above ☐

6. Experience: <2 year ☐ 2 -5 year ☐ 6 -8 year ☐ 9-11 year ☐ above 11 ☐

Part II: The extent to which you manage yours working time and the challenges that you faced to practice effective time management at work.

Below are tables that consist of questions showing **the extent to which you practiced time management** at work and the challenges that you faced. Each table contains five scales. Please indicate the extent to which each statement represents your response by putting tick mark (✓) in one of the boxes against each item. Every response has to be based on your school context.

This partof Time management questionnaire was taken from **Britton and Tesser (1991),** and Advanced **Corporate Tanning journal** with some modifications.

The numbers shows: 1=Never 2=Rarely 3=Sometimes 4=Often 5=Always

Table1: ***Questionnaires to be filled by teachers***

No	**Items I. Time management Practices. How often:**	**Scale**				
		1	**2**	**3**	**4**	**5**
1	You plan your day before you start it.					
2	You write a set of goals for yourself for each day.					
3	You make a list of things that you have to do each day.					
4	You make the schedule of activities you have to do on workdays.					
5	You have awareness of what you want to accomplish for the next week.					
6	You set deadlines for yourself for completing work.					
7	You prioritize the tasks you have to do according to their importance and urgency.					
8	You keep do things guided by the schedule.					
9	You have a set of goals for the entire term.					
10	You do tasks today what needs to be done without delaying.					
11	You keep things accomplish what needs to be done during the day?					
12	You spend enough time on work-related activities.					
13	You set and keep priorities?					
15	You continue to manage unprofitable routine activities.					
16	You keep periodically re-assess your activities in relation to your goals?					
17	You keep working your task without interruption if any of destructions occur.					

18	You keep register-wasted time.					
19	You recover the wasted time.					
20	You start and end the task on time?					
	Items II. Challenges that Encounter your Time management practice at work. **My working time is wasted by:-**					
21	Unplanned meetings					
22	Telephoning					
23	Interruptions and distractions					
24	stress because of too much work					
25	The usage of social media at work					
	Health related problems					
26	Maternity cases like pregnancy, child rearing and caring					
27	Social issues like funerals, weddings, and holidays.					
28	Lack of punctuality (not arriving and leaving on time) even when if never face any challenge.					
29	Attitudinal problem towards time management					
30	Lack of awareness and skills about time management					
21	Playing and talking with their colleagues during the working time					
32	Needs more time than others					

If there is any other challenges that encounter teachers time management practice in your school please list and describe it in short and precise way ----------

Appendix II: Questionnaires to be filled by Department head and vice principals.

BAHIRDAR UNIVERSITY

College of Education and Behavioral Sciences Department of Educational Planning and Management

The purpose of this questionnaire is to collect relevant information for the study entitled "Teachers' Time management practice in North MechaWoreda secondary schools" as a requirement of my Master's degree in educational planning and management.

Thus, you are kindly requested to complete the questions sincerely and honestly. All the information you provide will be kept secretly and will not be used for any other purpose except for the intended academic research purpose. Completing the questionnaire will take a maximum of 45 minutes. Thank you in advance for your commitment to answer this questionnaire and for your unreserved cooperation

General directions:

1. No need of writing your name

2. Give response by putting (✓) in the appropriate box against each closed ended items and by giving brief descriptions of your opinion for open ended questions. Every response has to be based on your school context.

3. If you need to get any clarification on the questions and/or if you face any difficulty in responding the questionnaire please call me with **…….**

Part I: Respondents' background information

1. Sex: Male ☐ Female ☐
2. Positions: Department head ☐ vice principals ☐
3. Age: 20-25year ☐ 26-30year ☐ 31-35year ☐ 36-40 year ☐ above 40 ☐
4. Level of education: Diploma ☐ Degree ☐ Master ☐ PHD and above ☐
6. Experience: < 2 year ☐ 2 -5 year ☐ 6 -8 year ☐ 9-11 year ☐ above 11 ☐

Part II: The extent to which teachers manage their working time and the challenges that encountered to practice effective time management at work.

This part isallowed to be responded by students and department heads.Below are tables that consist of questions that show **the extent of time management practice** of teachers of your school and the challenges that faced. Each Table contains five responses. Please indicate the extent to which each statement represents teachers by putting tick mark (✓) in one of the boxes against each item. Every response has to be based on your school context.

The Time management questionnaire was taken from Britton and Tesser (1991), and Advanced Corporate Tanning journal with some modification.

The numbers shows: 1=Never 2=Rarely 3=Sometimes 4=Often 5=Always

Table 2: questionnaire for vice principals and department heads

No	Items I. Time management Practices Please evaluate your school Teachers' time management practice by answering the following questions. How often teachers:	scale				
		1	2	3	4	5
1	Plan their days before they start it.					
2	Write a set of goals for themselves for each day.					
3	Make a list of the things they have to do each day.					
4	Make the schedule of activities they have to do on workdays.					
5	Have a clear idea of what they want to accomplish during the next week.					
6	Set deadlines for them for completing work.					
7	Prioritize the tasks they have to do according to their importance and urgency.					
8	Keep do things guided by the schedule.					
9	Do have a set of goals for the entire term.					
10	Do tasks today what needs to be done without delaying.					
11	Keep things accomplish what needs to be done during the day.					
12	Spend enough time on work-related activities.					
13	Set and keep priorities.					
15	Continue to manage unprofitable routines or activities.					
16	Keep periodically re-assess their activities in relation to their goals.					
17	Keep working their task without interruption if any of destructions occur.					
18	Keep register wasted times.					
19	Recover the wasted time.					
20	They start and end the task on time.					

	Items III. Challenges that encounter teachers' Time management practice in your school. Teachers Working time has been wasted because of:-					
21	Unplanned meetings					
22	Telephoning					
23	Interruptions and destructions					
24	Stress because of too much work					
25	The usage of social media at work					
	Health related problems					
26	Maternity cases like pregnancy, child rearing and caring					
27	Social issues like funerals, weddings, and holidays.					
28	Lack of punctuality (not arriving and leaving on time) even when if never face any challenge.					
29	Attitudinal problems towards time management					
30	Lack of knowhow and technical skills about time management					
21	Playing and talking with their colleagues during the working time					
32	Needs more time than others					

If there is any other challenges that encounter teachers time management practice in your school please list and describe it in short and precise way ----------

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Appendix III: Guiding interview questions for principals:

Bahir Dar University

College of Educational and Behavioral Sciences Department of Educational Planning and Management

Part I: Respondents' background information

1. Sex: Male ☐ Female ☐
2. Level of education: Degree ☐ Master ☐ PHD and above ☐
3. Area of specialization Subject matter ☐ School leadership ☐
4. Experience: ≤6 year ☐ 7 -10 year ☐ 11 -15 year ☐ 16-20 year ☐ above20 ☐

Part II: Questions

1. How do you see the practices of teachers' time management in your school?
2. If it is problematic, what are the major cause and factors that lead to teachers working time was going to get wasted? Which factor(s) takes the lion share?
3. Are they punctual? How much they are punctual.
4. What strategies should be taken to enhance teachers' time management practice?

Appendix IV: Checklist prepared to evaluate the documents and to observe the practice of teachers' time management

Bahir Dar University

College of Educational and Behavioral Sciences Department of Educational Planning and Management

Checklist **prepared to evaluate the** *documents* **and** *to observe the practice of teachers' time management* **in North MechaWoreda Secondary Schools.Items**	**Sources**
1. Does teachers have written task plans (annual, monthly, weekly and daily)	Plan documents
2. Do teachers have the priority lists of tasks? If any how many?	Documents
3. How many hours do they have worked? Compare with the expected hours?	Daily lesson plan
4. How many of them do they attend all schooling days in the school?	Teachers attendance,
5. If any of teachers who have not attend the schooling day? How many teaching hours have wasted? Among the wasted teaching hours, how much is recovered?	Teachers attendance
6. How many of them arrive on time early morning (before flag ceremony)?	Observation
7. Among the teachers who are in the school premises, how many of them found inside the classroom as the bell rung? And how many of them are found on the task?	Sudden visit Observation
8. Among the teachers who are not in the school premises, how many of them are found on co-curricular activities or on the others school tasks?	Sudden visit Observation
9. How many of principals do report teachers' attendance to the higher level regularly, when teachers couldn't attend the school?	Reports
10. How many of principals do have checklists to follow up time management of teachers? Did they register the missed classes along with the recovered one?	Documents

AppendixV: Table of Matrix

Here are the table of matrix, which indicates the relationship of the basic questions and the tools that the researcher intended to use. Therefore, it has been listed as follow:-

Basic Questions	Questionnaire Items numbers	Guiding interview items numbers	Checklist (observation and document analysis)	Total items
1. To what extent do teachers manage their time in the case of North Mechaworeda secondary schools?	Item 1-20= 20 items	Item 1 and 3= 2 items	Item 1-8 = 08 items	30
2. What challenges do teachers encounter in time management practices?	Item 21- 32= 12 items	Only Item 2 = 01 item	Item 9-10 =2	15
3. What strategies were used to enhance time management practice? (Not a part of basic question but a part of items used for recommendations)	----------	Item 4= 01items		01
Total items	**32**	4	10	46