

# Factors overtime management of school and college teachers-A comparative study

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## ARTICLE DETAILS

### Article History

Published Online: 07 August 2018

### Keywords

Time management and Professional life

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## ABSTRACT

Time is a precious and so important thing as well as it makes, changes, creates, decorates, maintains, develops, strengthens, and successes the present and secures the future of the people and the nations. Time considers a great cure and care for any unethical, unsocial and invaluable matter and event. This study is designed to explore and investigate the habits, routines and schedules of teachers that how they use to plan, design, manage, implement, evaluate and achieve the aims and objectives of their teaching learning process. This research paper aims to explore and investigate the importance and see the factors influence the Time Management in the professional life of teachers in schools and colleges of Coimbatore city. In these connections 50 teachers each from schools and colleges were constituted as the sample of the study. The study has availed information on how teachers divide their time in attending to various aspects of the professional role. It has also given information on the content of teachers' work.

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## 1. Introduction and Problem Discussion

Time is precious and important which never waits for any one. 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. The pace of life is becoming fast that's why people are trying to do things faster to contract time expenditure as eat faster, less sleep and make phone calls while having lunch and working (Garhammer, 2002). It shows the perception of time, its importance and management in organizational contexts (Palmer & Schoorman, 1999) that leads towards the experience of time pressure among employees (Major et al., 2002; Teuchmann et al., 1999; Jackson & Martin, 1996). In this regard the purpose of the study is to investigate the factors influencing the time management practices in the professional life of teachers of schools and college of Coimbatore city.

Time management is a process of managing the time according to the need and requirement of work and activities in order to utilize save and do not waste the time for an effective organizational progress and success. Time management includes the construction and implementation of time table, distribution of subjects, total number of periods taken by teachers, lesson planning, regularity and punctuality of teachers in school and class, advance planning of class activities, counseling and guidance of teachers, time allocation to students individually, organization and preparation of co-curricular activities for students. With the basis of above settings the present research is intended to find the solution for the following research question;

- What is the level of satisfaction of the faculties towards Time management?
- What would be the factors influencing the time management practices of teachers in schools and colleges?

## 2. Literature review

King et al (2016) viewed time management as 'coping behaviour in at risk populations' and other researchers such as Lay and Schouwenburg (2016) opine that it is both a way to increase productivity and alleviate stress. Covey, Merrill & Merrill (2014) neatly break down the theory and practices on time management to four generations. The first generation is characterised by notes and checklists. The second is characterised by calendars and appointment books and focuses on the need to plan ahead. The third generation is about 'planning, organising and controlling' and the setting of long term and medium term goals. The fourth generation, which is the subject of the book 'First Things First,' challenges readers to take a new look at managing time. By the 1990's, time management, as a self-improvement methodology, was firmly established its appeal to both managers and employees. Time management is a misleading that cannot be managed, because it is an inaccessible factor that can be viewed as a monitoring and controlling the time (Eilam & Aharon, 2003).

Time management is straight forwardly defined as the management of time in order to make the most out of it (David, 1999), it refers to all of the practices that individuals follow to make better use of their time (Allen, 2001) and narrowly refers to the principles and systems that individuals use to make conscious decisions about the activities that occupy their time. Time management is an application of self-regulation processes (Griffiths, 2003), coping behaviour of risk populations (King et al., 1986), self-regulation strategies to discuss plans and their efficiency (Eilam & Aharon, 2003), to use the procedures that are designed to help the individuals to achieve their goals (Hall & Hursch, 1982) by assessing the activities to priorities the plans (Kaufman-Scarborough & Lindquist, 1999) to facilitate the productivity and alleviate stress (Lay & Schouwenburg, 1993).

## 3. Objectives of the study

- To know the satisfaction level of the faculties towards Time management.
- To examine the factors influencing the time management practices of teachers in schools and colleges.

**Tools to be applied**

The collected data has been applied for analysis using Factor analysis.

**4. Research Methodology**

**Sampling Design**

The study covers the sample of 100 (50 each from schools and colleges) respondents by adapting the Simple random sampling method. The respondents have been chosen from the schools and colleges around the city.

**Sources of data**

The primary data for the analysis has been collected using the questionnaire. The secondary data has been collected from various journals and websites.

**5. Analysis and discussion**

**Level of satisfaction and the demographic classification**

Chi square test was applied to study the relationship between the satisfaction and the demographic classification of respondents. The results are presented in table.

**Hypothesis**

**H<sub>01</sub>:** The satisfaction on time management has no significant relationship with the demographic classification of school teachers.

**TABLE – 1:Level of satisfaction and the demographic classification**

S. No	Dependent Variable	Independent Variable	$\chi^2$	Sig. value	Hypothesis
1	Time management	Gender	45.02	0.658	Accepted
2	Time management	Age	68.58	0.048*	Rejected
3	Time management	Educational qualification	42.25	0.007**	Rejected
4	Time management	Marital status	52.22	0.025*	Rejected
5	Time management	Monthly income	35.58	0.009**	Rejected
6	Time management	Nature of profession	54.01	0.008**	Rejected

Source: Primary data \* significant at 5%. \*\* significant at 1%

The above table depicts the chi-square analysis between level of perception on time management and demographic classification of school teachers. It is clear from the table that the hypothesis is accepted for gender alone and rejected for the demographics namely age, educational qualification, marital status, monthly income and nature of profession.

**Hypothesis**

**H<sub>02</sub>:** The satisfaction on time management has no significant relationship with the demographic classification of college teachers.

**TABLE – 2:level of satisfaction and the demographic classification**

S.No	Dependent Variable	Independent Variable	$\chi^2$	Sig. value	Hypothesis
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2	Time management	Age	68.58	0.048*	Rejected
3	Time management	Educational qualification	42.25	0.007**	Rejected
4	Time management	Marital status	52.22	0.085	Accepted
5	Time management	Monthly income	35.58	0.009**	Rejected
6	Time management	Nature of profession	54.01	0.008**	Rejected

Source: Primary data \* significant at 5%. \*\* significant at 1%

The above table depicts the chi-square analysis between level of perception on time management and demographic classification of college teachers. It is clear from the table that the hypothesis is accepted for gender alone and rejected for the demographics namely age, educational qualification, monthly income and nature of profession.

After thorough review of literature and brainstorming sessions with Personal Financial planners, fifteen variables that are affecting time management of teachers are identified. The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy has been used to gauge the appropriateness of factor analysis approach.

**Kaiser-Meyer-Olkin (Kmo) measure of sampling adequacy**

**Table-3**  
**KMO and Bartlett's Test**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		School teachers	College teachers
		.852	.982
Bartlett's Test of Sphericity	Approx. Chi-Square	9428.6	8595.3
	df	50	50
	Sig.	.001	.000

KMO Measure of Sampling Adequacy value is 0.852 and .982 which means that all the variables are positively correlated. Bartlett's test of Sphericity significance value is less than 0.05 and hence it is concluded that Factor Analysis can be performed for these variable.

Communalities of all variables are extracted by following the method of Principal Component Analysis. The Communalities of all variables are as follows.

**Communalities**

**Table – 4 Communalities**

Factors	School teachers		College teachers	
	Initial	Extraction	Initial	Extraction
Work life balance	1.000	.67	1.000	.85
Attitude	1.000	.63	1.000	.78
Personal characteristics	1.000	.72	1.000	.98
Career goals	1.000	.65	1.000	.55
Priorities	1.000	.55	1.000	.59
Control over time	1.000	.66	1.000	.55
Mechanism of TM	1.000	.77	1.000	.69
ICT – adoption	1.000	.71	1.000	.62
Outcome expected	1.000	.63	1.000	.63
Preparations	1.000	.77	1.000	.79
Designing of activities	1.000	.85	1.000	.68
Regularity and punctuality	1.000	.70	1.000	.71
Courses handling	1.000	.73	1.000	.52
Workload	1.000	.69	1.000	.60
Subject specialisation	1.000	.77	1.000	.88

Extraction Method: Principal

**Table – 5**  
**Rotated Component Matrix**

Factors	Component- School Teachers				Component - College Teachers			
	1	2	3	4	1	2	3	4
Work life balance	-.094	.201	.738	.007	.328	.674	-.222	.128
Attitude	.024	.134	.789	.317	.464	.677	.491	.490
Personal characteristics	.005	.209	.782	-.052	.266	.666	.440	-.353
Career goals	.429	.350	.748	-.126	.330	.636	-.358	-.073
Priorities	.362	.222	.063	.562	.788	-.529	-.266	.127
Control over time	.772	.224	.116	.579	.701	-.229	.123	-.325
Mechanism of TM	.346	.736	-.188	.115	.140	-.418	.603	.377
ICT – adoption	.286	.798	.357	.016	.270	-.299	.646	.349
Outcome expected	.333	.767	.225	.333	.273	.370	.637	-.243
Preparations	.738	.149	.346	.343	.367	.217	.405	.524
Designing of activities	.236	.666	.455	-.011	.450	.031	.619	-.116
Regularity and punctuality	.765	.186	-.257	.297	.487	-.396	.479	.523
Courses handling	.663	.228	.154	.338	.401	.101	.376	.588
Workload	.744	.401	.316	.025	.352	.094	-.020	.539
Subject specialization	.440	.071	.013	.577	.725	.325	.255	.389

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

**Table - 6: Factors Loaded**

S. No	School teachers		College teachers	
	Variables Loaded	Name of factors	Variables Loaded	Name of factors
First set of Factors	Preparations	Ethical factors	Priorities	Perceptual factors

	Regularity and punctuality		Control over time	
	Courses handling		Subject specialization	
	Workload			
<b>Second set of Factors</b>	Mechanism of TM	<b>Technical factors</b>	Work life balance	<b>Personal factors</b>
	ICT – adoption		Attitude	
	Outcome expected		Personal characteristics	
	Designing of activities		Career goals	
<b>Third set of factors</b>	Work life balance	<b>Personal factors</b>	Mechanism of TM	<b>Technical factors</b>
	Attitude		ICT – adoption	
	Personal characteristics		Outcome expected	
	Career goals		Designing of activities	
<b>Fourth set of factors</b>	Priorities	<b>Perceptual factors</b>	Preparations	<b>Ethical factors</b>
	Control over time		Regularity and punctuality	
	Subject specialization		Courses handling	
			Workload	

The tables 4 and 5 infer the factors influencing the time management mechanism of school and college teachers. The various set of factors are loaded and they are segregated based on the components that they have been loaded. The comparability and the solution made clear in the tables that the preference over the factors vary between the teachers. While the school teachers prefers the factors lined up as ethical, technical, personal and perceptual the college teachers prefer it as perceptual, personal, technical and ethical.

**6. Suggestion and Conclusion**

The level of satisfaction and the impact of teacher on time management is directly proportioned with their performance in planning actively and intelligently and producing more intelligent minds for the future development of the nation. The factors do have a significant relationship with the performance albeit various commitments even after excellent measures.

Thus this study spotlights the influence of factors making consequence on time management and suggests some implications;

- Teachers planning should be focused and bases on the distribution of time according the requirement of time of any activities.
- Competition and appreciation method should be used to motivate the teachers to plan their lessons to save the time.
- Teachers should keep focus on the needs, sharing the knowledge, issues and problems, active participation of students in different activities and confidence development of the students.

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