

**ISSUES OF TIME MANAGEMENT IN SELECTED PRIMARY
SCHOOLS IN KANONI TOWN COUNCIL, GOMBA DISTRICT**

BY

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DECLARATION

I, Katongole Gerald, hereby declare that this research report is my original work and it has never been submitted to any University or Institution of higher learning for any academic award.

.....

KATONGOLE GERALD

Date:

APPROVAL

This is to certify that this report was done under my supervision and is now ready for submission to the board of examiners of Nkumba University as a partial fulfilment for the award of a degree of Master of Education Management and Planning.

.....

PROF J. C. SSEKAMWA

Supervisor

Date:

DEDICATION

I dedicate this report to my beloved family, relatives and friends who did everything possible to ensure that I accomplish this course successfully.

May the almighty God bless them abundantly.

ACKNOWLEDGEMENT

I wish to extend my sincere gratitude to my supervisor, Prof John Chrysostom Ssekamwa, for his dedicated guidance during the writing and production of this research report. I am also very grateful to the teachers and head teachers for the co-operation they exhibited during the research study by actively participating in filling Questionnaires and organizing interviews which helped me to get data for the study. More sincere gratitude goes to my fellow students for their support during the writing of this research report.

I cannot forget to say thank you to my family members and fellow teachers for their material, financial, moral and spiritual support towards the research process.

Lastly but not least, I am also grateful to the teaching staff in the School of Education, Humanities and sciences of Nkumba University for the knowledge and guidance rendered to me so as to enable me accomplish this course.

May God bless you all in your endeavours.

ABSTRACT

This study set out to investigate the issues that haunt the education system in our primary schools. It took on from the studies that have examined the concepts of time management and administration in schools and used the cross-sectional survey methods to arrive at the conclusions and the recommendations. Time management systems often include a time clock or web-based application used to track an employee's work hours. Time management systems give employers insights into their workforce, allowing them to see, plan and manage employees' time. Doing so allows employers to control labor costs and increase productivity. A time management system automates processes, which eliminates paper work and tedious tasks. The questionnaires and interviews took the researcher to many stake holders to ascertain their views in regard to the problem of time management. The study recommends among other issues, prioritisation, non-procrastination, and completion of assignments given.

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CHAPTER ONE: INTRODUCTION

1.0 Introduction

This chapter presents the background to the study and explains the statement of the problem. It also presents the purpose of the study, objectives, research questions and scope of the study. It has also included study significance and limitations to the study.

1.1 Background to the study

Time is one of the resources that need to be effectively utilized if one is to achieve good profit in any business one is operating. For this case, in education, if one is to realize quality results in the teaching/ learning process, time must be well managed. Mitala (2003) defines time management as “maximizing the use of time to achieve set targets”.

The researcher observes that time management is very important in the education sector as well. Therefore, heads of schools need to be exemplary in time management so that they can be able to observe time in doing school activities. Teachers should observe, for example, the duration of their lessons. Pupils also need to be time managers by reporting to school in time and knowing what to do while at school. This will lead to effective learning/ teaching in school which will yield improved academic performance.

However, much as people are aware of the benefits of good time management, most head teachers/ teachers and pupils in Kanoni Town Council do not manage their time well. The researchers` concern therefore was to find out factors affecting time management in primary schools in Kanoni Town Council, Gomba district.

Time management is the process of planning and exercising conscious control of time spent on specific activities, especially to increase effectiveness, efficiency or productivity. It is a juggling

act of various demands of study, social life, employment, family, and personal interests and commitments with the finiteness of time. Using time effectively gives the person "choice" on spending/managing activities at their own time and expediency.

It is a meta-activity with the goal to maximize the overall benefit of a set of other activities within the boundary condition of a limited amount of time, as time itself cannot be managed because it is fixed. Time management may be aided by a range of skills, tools, and techniques used to manage time when accomplishing specific tasks, projects, and goals complying with a due date. Initially, time management referred to just business or work activities, but eventually the term broadened to include personal activities as well. A time management system is a designed combination of processes, tools, techniques, and methods. Time management is usually a necessity in any project development as it determines the project completion time and scope.

The major themes arising from the literature on time management include the following:

1. Creating an environment conducive to effectiveness
2. Setting of priorities
3. Carrying out activity around prioritization.
4. The related process of reduction of time spent on non-priorities
5. Incentives to modify behavior to ensure compliance with time-related deadlines.

Time management is related to different concepts such as:

1. Project management: Time management can be considered to be a project management subset and is more commonly known as project planning and project scheduling. Time management has also been identified as one of the core functions identified in project management.

2. Attention management relates to the management of cognitive resources, and in particular the time that humans allocate their mind (and organize the minds of their employees) to conduct some activities.

Organizational time management is the science of identifying, valuing and reducing time cost wastage within organizations. It identifies, reports and financially values sustainable time, wasted time and effective time within an organization and develops the business case to convert wasted time into productive time through the funding of products, services, projects or initiatives at a positive return on investment.

1.2 Creating an effective environment

Sometime-management literature stresses tasks related to the creation of an environment conducive to "real" effectiveness. These strategies include principles such as:

- a) "get organized" - the triage of paperwork and of tasks
- b) "protecting one's time" by insulation, isolation and delegation
- c) "achievement through goal-management and through goal-focus" - motivational emphasis
- d) "recovering from bad time-habits" - recovery from underlying psychological problems, e.g. procrastination.

Writers on creating an environment for effectiveness refer to such matters as having a tidy office or home for unleashing creativity, and the need to protect "prime time". Literature also focuses on overcoming chronic psychological issues such as procrastination.

Excessive and chronic inability to manage time effectively may result from Attention Deficit Hyperactivity disorder (ADHD) or Attention Deficit Disorder (ADD). Diagnostic criteria include

a sense of underachievement, difficulty getting organized, trouble getting started, trouble managing many simultaneous projects, and trouble with follow-through. Some authors focus on the prefrontal cortex which is the most recently evolved part of the brain. It controls the functions of attention span, impulse control, organization, learning from experience and self-monitoring, among others. Some authors argue that changing the way the prefrontal cortex works is possible and offer a solution.

1.3 Statement of the problem

It has been indicated that time is very important resource to everyone. Its effective use is likely to cause a positive effect to the pupils` academic performance. Excessive and chronic inability to manage time effectively may result from Attention Deficit Hyperactivity Disorder (ADHD) or Attention Deficit Disorder (ADD). Diagnostic criteria include a sense of underachievement, difficulty getting organized, trouble getting started, trouble managing many simultaneous projects, and trouble with follow-through.^[4] Some authors focus on the prefrontal cortex which is the most recently evolved part of the brain. It controls the functions of attention span, impulse control, organization, learning from experience and self-monitoring, among others. Some authors argue that changing the way the prefrontal cortex works is possible and offer a solution.

Time management strategies are often associated with the recommendation to set personal goals.

The literature stresses themes such as:

- a) "Work in Priority Order" - set goals and prioritize
- b) "Set gravitational goals" - that attract actions automatically

These goals are recorded and may be broken down into a project, an action plan, or a simple task list. For individual tasks or for goals, an importance rating may be established, deadlines may be set, and priorities assigned. This process results in a plan with a task list or a schedule or calendar

of activities. Authors may recommend a daily, weekly, monthly or other planning periods associated with different scope of planning or review. This is done in various ways, as follows.

However, it seems time was not effectively managed in many primary schools in Kanoni Town Council. This study was thus intended to establish the factors affecting time management in primary schools in Kanoni Town Council, Gomba district.

1.4 Purpose of the Study

The purpose of the study was to establish factors affecting time management in primary schools in Kanoni Town Council, Gomba district. These were to enable the study appreciate the challenges of time management in our schools.

1.5 Objectives of the Study

The study was guided by the following objectives:

1. To establish the factors affecting time management in primary schools in Kanoni Town Council.
2. To identify ways of improving time management in primary schools in Kanoni Town Council.
3. Effects of failure to managetime

1.6 Research Questions

The study was guided by the following research questions;

1. What are the problems of time management in primary schools in Kanoni Town Council?

2. What strategies can be put to improve time management in primary schools in Kanoni Town Council.
3. What are effects of failure to time management in primary schools in Kanoni Town Council.

1.7 Scope of the study

Geographically the study was conducted in Kanoni Town Council. Kanoni Town Council which is located in central Uganda 130 km North West of Kampala. Content wise the study looked at factors affecting time management and its effects in education delivery in Kanoni Town Council. The time scope in which the study was conducted was between May and August 2017.

1.8 Significance of the study

At the end of the research work, the following categories of people were expected to benefit as explained below:

- a) Head teachers would achieve more awareness of the factors affecting time management in their school. They would thus strive to improve time management and finally lead to improved results. They would also find their work easy when they become role models in time management.
- b) The teachers would work hard to improve the time management and finally be able to perform well leading to improved results, which would give them credit. They would also not clash with supervisors as far as time management is concerned.
- c) The pupils will benefit in such a way that when the head teachers and teachers are good time managers. They will teach effectively and hence the pupils will have their academic performance improved.

- d) The parents will also benefit from the study when the teachers become good time managers and teach effectively leading to a good performance of the pupils. The parents will hence be able to see value for their money and other resources they have invested in the education of their children.
- e) The district education department, the Chief Administrative Office and government at large will benefit from this study. They will find supervision and monitoring of primary schools simplified since each person will be doing the right thing at the right time and in the right place. In addition, the inspectors of schools will find their work simplified. Cases of late coming and early departure from school will greatly reduce.
- f) The study will help other researchers intending to carry out research in areas related to time management.
- g) The study will also create awareness to the head teachers, teachers, pupils and this community at large about the factors affecting time management in primary school and the possible ways of improving on time management.
- h) The study will be of great importance to the researcher. It will widen his scope of knowledge and it is one of the major requirements for the award of a master`s degree in education management and planning of Nkumba University.

1.9 Limitations anticipated in the study

The researcher was a long-distance learning student at Nkumba University. Being a full-time employee of the Government at the station of work, there were challenges in fulfilling both obligations. It was quite hard to find enough time to administer the questionnaires.

The funds to conduct the study were greatly limiting. The researcher has several financial commitments like paying University fees, caring for the family and own upkeep during the

university term. Generating funds to produce questionnaires administer them and cater for computer services as well as binding was a likely problem.

The researcher was based at an up-country district where accessing materials for the literature review was likely to be a problem.

“Research methods” was a course the researcher has recently studied during the course. The experience from the course shows that sufficient time was required to master these skills. Any shortfalls in the study might arise out of the limited experience.

1.10 Conclusion

This chapter has outlined the issues of the study on time management in primary schools with reference to the town council as a case study. Time management is a resource often posing challenges to management and education managers in general. The study of of paramount importance to the field and discipline of education.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

In this chapter, the study endeavours to review literature that is related to the research. A number of studies have been conducted on the factors affecting time management in schools. This study particularly focuses on the factors affecting time management in primary schools and ways of improving time management.

The related literature is presented under the following sub headings;

- Theoretical review.
- Factors affecting time management in primary schools.
- Ways of improving time management in primary schools.
- Effects of failure.

2.1 Theoretical Considerations

Good time management was a challenge to many people in personal enterprises, public service and in nongovernmental Organization (NGOs). Time management was still a challenge even in the education sector of the public service. According to *Hallowell, Edward M.; Ratey, John J. (1994)* “Excessive and chronic inability to manage time effectively may result from Attention Deficit Hyperactivity Disorder (ADHD) or Attention Deficit Disorder (ADD). Diagnostic criteria include a sense of underachievement, difficulty getting organized, trouble getting started, trouble managing many simultaneous projects, and trouble with follow-through. This is quite challenging in our primary schools.

Mitala (2003) says that Since 1990, government has been very much concerned with adopting and developing structures, systems and values of the public service which would earn greater

efficiency, more responsive and flexible services. The role of government changed from that of being the main provider of services to that of providing an enabling environment for both economic and social development. This means that the public service as facilitator should transform itself from unresponsive and inefficient bureaucracy into a dynamic and customer-oriented entity to demands of the growing private sector.

The systems within the public service undermine this transformation and needs to be renewed to ensure that there is concern for the quality of service provided to clients. With this value system, the concept of time management is very important. Time as a resource needs to be well utilized to achieve improved service delivery, however, it seems to have been taken for granted.

The researcher notes that government has since the early 1990s struggled or improved service delivery through improved time management in the public service, the education sector inclusive.

2.2 Factors affecting time management in primary schools

The researcher categorizes the factors affecting time management in primary school under two sub headings and these are;

- Home related factors.
- School related factors.

2.2.1 Home related factors

The teacher and they should leave their home in time if they are to arrive at school in time. They should also properly sequence chores in a way that does not interfere with their arrival time at school.

Bishop (1986:37) indicates that; “...time, however, was a commodity which third world countries are desperately short of.”

Many teachers and pupils who were habitual late comers at school give various reasons for their late coming. Such reasons include: sickness attending to sick relatives, domestic chores and other reasons of which are true and other reasons some of which were false. All in all, the domestic activities one does at home seem to greatly affect one`s arrival time at work, teachers and pupils inclusive. Several people do not value time as one of the resources, which can affect an enterprise, and in its general output.

2.3 School related factors

Maintaining good time management in primary schools calls for commitment and sense of responsibility by the teachers, especially the Head Teachers. The Teachers’ Code of Conduct Part IV sub section (i) points out that the teacher should, “ensure that punctuality is observed by all teachers and pupils alike.” It was therefore the responsibility of the head teaches to ensure that pupils and teachers arrive at school in time. He/she should effectively utilize and manage time by ensuring punctuality in all laid down school programmes and this can be best done by him/ her being exemplary and setting up a proper work plan weekly, monthly, termly or annually.

Mitala (2003:1-2) pointed out the characteristics of poor time management as:

- Habitual late coming to office or other called gatherings.
- Failure to prioritize between school and home activities.
- Failure to organize or call for staff meetings.
- Failure to attend school gatherings like assemblies, staff meetings without reasonable cause.
- Head teachers’ failure to monitor and supervise all school activities to ensure that they were done and completed in time.

- Unnecessary adjustments in the already made programme for a primary school.
- No response at all or untimely response towards correspondence.
- Failure of individual officers to leave information with secretaries or other officers on their whereabouts hence other staff and clients wasting time tracing for them.
- Failure to provide basic information to clients on services provided and appropriate officers responsible for the services.
- Unjustified early departure from office leaving the days' tasks unfinished.

The researcher concurs with Mitala and draws on his identified characteristics to note some of the associated weaknesses of head teachers in managing time.

- Carelessness of head teachers.
- Commitment of head teachers and teachers.
- Weak leadership.
- Poor planning.
- Lack of prioritizing and delegation.

It was important to note from the observation above that if head teachers in primary schools are careless in what they do, not committed to their work or professional responsibility, if they fail to plan for the daily activities to be carried out at school, if they fail to prioritize and to delegate off some of their duties, time management will be affected negatively.

It was also worth mentioning that if the indicators of poor time management above exist in a school, there may be no sense of direction, delay in running school activities, teaching time is wasted and many other weaknesses in the day-to-day running of the school show up and all these interfere with teaching/ learning and consequently the pupils' academic performance is negatively affected.

Mitala (2003:13) also explained that: “Managers have the greatest responsibility in enforcing time management and should thus act as models.”The researcher argued that if managers fail to be exemplary in time management, it is hard for their subordinates to manage time effectively. The head teacher can do better time management through proper monitoring and supervision of all school activities in time. Failure to do this, there is poor time management in all school related activities and as earlier noted, the school academic performance is negatively affected. School should, therefore, have time tables, school work plans and the like to ensure that the right activities are done the right time. When one of the items on a task list is accomplished, the task is checked or crossed off. The traditional method is to write these on a piece of paper with a pen or pencil, usually on a note pad or clip-board. Task lists can also have the form of paper or software checklists.

Writer Julie Morgenstern (2004) suggests "do's and don'ts" of time management that include:

- a) Map out everything that is important, by making a task list.
- b) Create "an oasis of time" for one to control.
- c) Say "No".
- d) Set priorities.
- e) Don't drop everything.
- f) Don't think a critical task will get done in one's spare time.

However, Time management systems often include a time clock or web-based application used to track an employee's work hours. Time management systems give employers insights into their workforce, allowing them to see, plan and manage employees' time. Doing so allows employers to control labor costs and increase productivity. A time management system automates processes, which eliminates paper work and tedious tasks.

2.3.1 GTD (Getting Things Done)

Getting Things Done was created by David Allen. The basic idea behind this method is to finish all the small tasks immediately and a big task is to be divided into smaller tasks to start completing now. The reasoning behind this is to avoid the information overload or "brain freeze" which is likely to occur when there are hundreds of tasks. The thrust of GTD is to encourage the user to get their tasks and ideas out and on paper and organized as quickly as possible so they're easy to manage and see.

2.3.2 Pomodoro

Francesco Cirillo's(2009) "Pomodoro Technique" was originally conceived in the late 1980s and gradually refined until it was later defined in 1992. The technique is the namesake of a pomodoro (Italian for tomato) shaped kitchen timer initially used by Cirillo during his time at university. The "Pomodoro" is described as the fundamental metric of time within the technique and is traditionally defined as being 30 minutes long, consisting of 25 minutes of work and 5 minutes of break time. Cirillo also recommends a longer break of 15 to 30 minutes after every four Pomodoros. Through experimentation involving various work groups and mentoring activities, Cirillo determined the "ideal Pomodoro" to be 20–35 minutes long.

Elimination of non-priorities is a suggested solution. Time management also covers how to eliminate tasks that do not provide value to the individual or organization.

According to Sandberg (2004), task lists "aren't the key to productivity [that] they're cracked up to be". He reports an estimated "30% of listers spend more time managing their lists than [they do] completing what's on them". Hendrickson asserts that rigid adherence to task lists can create a "tyranny of the to-do list" that forces one to "waste time on unimportant activities".

2.4 Ways of improving time management in primary schools

Time management in primary schools can be improved if suitable measures are taken:

Bishop (1986:5) explains that: “Time spent in planning the sequence and coordinating events is time well spent. The more precise the coordinating events is time well spent. The more precise the coordination is, the faster the process of innovation”.

This meant that, to manage time well, head teachers, teachers, pupils and other stake holders in the education system in particular needed to plan activities to be done in a school on daily, weekly, monthly, termly and yearly basis. This could be done by making and implementing:

- The school time table
- The school time plan.

Mitala (2003:22) points out the following wise saying about time:

- Time is money.
- Time flies.
- Lost time is never found.
- One day is worth two tomorrows.
- Never put off for tomorrow what can be done today.
- First come first served
- A stitch in time saves nine.

The wise sayings above indicated that the concerned persons should value time and use it profitably and avoid postponing activities. However, care should be taken when utilizing the available time. Things should not be done hurriedly to avoid producing poor quality work.

Bishop (1986) points out, “Instead of instilling or expecting great changes in the shortest possible time, there is advantage in moving ahead a step at a time building at a pace with in the capability of the user system.”

The researcher observed that the, much as we may be interested in doing things in time there is also a need to look at the quality of output. The researcher therefore agrees with Bishop (1986) and suggests that head teachers, teachers and pupils should do things in time but with great care to ensure a good product.

CarayHason (2005:173) suggests that: “Reducing qualities is an alternative to reducing the time of the activity on the critical path. However, sacrificing quality is rarely acceptable or used.”

Education stakeholders should thus not sacrifice quality at the expense of completing things in time. In some schools, especially private, teachers rush to complete the syllabus. They finally teach in abstract denying the pupils the chance to participate in lessons through practical approaches. They are just pumped and finally the pupils memorize the concepts, perform well in primary leaving examinations (PLE) but may finally be defeated by pupils who studied at a slower pace but mastered the content well.

Carry Harson (2005) suggests another method of shortening time when he explains that another method of shortening time is to sub contract an activity. The sub-contractor may have access to superior technology or expertise that will accelerate the completion of the activity.

Head teachers should therefore ensure division of labour and delegation of some of their responsibilities and assign responsibilities to people who seem to be talented in a given area. All the above will ensure proper time management in primary schools.

2.5 Conclusion

In this chapter, the study attempted to review related literature and points out that issues of time management as had been outlined by earlier scholars so that this study studies and suggests how the primary schools time management issues can be handled.

CHAPTER THREE: METHODOLOGY

3.0 Introduction

This chapter presents the research design, subjects / samples used in the study. The research tools and instruments used are explained and reasons for their selection, the research procedure and proposed data analysis.

3.1 Research Design

The study was descriptive (i.e. Trying to paint a picture of what happening to described things as they are, Bakkabulindi (2004, August:104. It will describe the factors affecting time management in primary schools.

It involved the survey method (as data was to be gathered from a relatively large number of respondents). The researcher also used to cross sectional study design. This was because he consulted different categories of respondents at the same time. These included head teachers, teachers and pupils.

3.2 Subjects/ Samples

The target population for the study are all the primary school in Kanoni Town Council several limitations such as scarcity of money, scarcity of time and other limit the use of primary school in Uganda. A few primary schools will be selected for this study as they are easily accessible to the researcher.

The study will be conducted in five primary school in Kanoni Town Council, Gomba district.

The following respondents will participate in the study:

1. Five head teachers, one from each school.
2. Ten teachers, two from each school.
3. Twenty-five pupils, five from each school.

3.3 Instruments

For effective collection of quality data, two research instruments were used and these included; questionnaires, interview and observation schedules.

3.3.1 The Questionnaires

The Questionnaires designed and used contained both open ended and closed questions and will be administer to the head teachers, teachers and pupils. This tool was selected because;

- It collected a large amount of information with in short time.
- It provided respondents with freedom to express themselves.
- It provided data that can be referred to in future.
- It involved respondents who can read and write.

3.3.2 Observation schedules

The researcher designed an observation checklist to aid the memory of whatever was to be subjected to the study. Observation schedules were also designed and selected because some respondents might leave out some information and some tended to be reserved. The researcher was able to find out through observation and oral interviews.

3.4 Research Procedure

The researcher got an introductory letter from the Dean School of Education, Humanities and Science of the University. He used it as introduction to the authorities of the visited schools. Study instrument were designed and presented to the supervisor. They were adjusted to ensure validity and reliability. The instruments were pre-tested at Kanoni Modern Primary School to improve on their focus to the study. A finer set of instruments were printed for use in the study.

The researcher established rapport with the respondents by clearly

explaining to them the purpose of the study and assuring them of confidentiality.

The researcher introduced himself to the head teachers of the visited schools and to the other respondents. Upon being granted permission and establishing rapport, the researcher gave instruments to respondents and made agreement on the time when to pick or send them to the research. Meanwhile, as the administration of questionnaires was done, time for observation was be found. The researcher ensured that all the tools have been effectively administer.

Oral interviews were held with head teachers at different times in their schools to generate data about the teachers and pupils` time management.

3.5 Conclusion

In this chapter, the study explained the research methods used. The researcher ensured that all the tools were fully administered and picked or returned to him and after these, the researcher constructed a coding frame for the results whereby the tables were drawn for the response from the respondents, totalled and their summaries entered into tables. The researcher then uses simple statistical methods like mean, mode, graphs, and percentages to analyse the data and to reduce it to simple and understandable form in order to establish the trends in the data.

CHAPTER FOUR: DISCUSSION OF THE RESEARCH FINDINGS

4.0 Introduction

In this chapter, the research points the major findings of the research and goes on to discuss the issues in relation to the three main objectives of the study. It points out that the time as a resource is the concern of all stake holders although not all of them seem to get to the grips with the issue to develop the zeal to eliminate miss-management of time in teaching and administration in the primary schools.

4.1 Common mistakes

In an effort to maintain order in the classroom, sometimes teachers can actually make the problems worse. Therefore, it is important to consider some of the basic mistakes commonly made when implementing classroom behaviour management strategies. For example, a common mistake made by teachers is to define the problem behavior by how it looks without considering its function.

Interventions are more likely to be effective when they are individualized to address the specific function of the problem behavior. Two students with similar looking misbehavior may require entirely different intervention strategies if the behaviors are serving different functions. Teachers need to understand that they need to be able to change the ways they do things from year to year, as the children change. Not every approach works for every child. Teachers need to learn to be flexible. Another common mistake is for the teacher to become increasingly frustrated and negative when an approach is not working.

The teacher may raise his or her voice or increase adverse consequences in an effort to make the approach work. This type of interaction may impair the teacher-student relationship. Instead of allowing this to happen, it is often better to simply try a new approach.

Inconsistency in expectations and consequences is an additional mistake that can lead to dysfunction in the classroom. Teachers must be consistent in their expectations and consequences to help ensure that students understand that rules will be enforced. To avoid this, teachers should communicate expectations to students clearly and be sufficiently committed to the classroom management procedures to enforce them consistently.

"Ignoring and approving" is an effective classroom management strategy. This involves ignoring students when they behave undesirably and approving their behavior when it is desirable. When students are praised for their good behavior but ignored for their bad behavior, this may increase the frequency of good behavior and decrease bad behavior. Student behavior may be maintained by attention; if students have a history of getting attention after misbehavior, they may continue this behavior as long as it continues to get attention. If student misbehavior is ignored, but good behavior results in attention, students may instead behave appropriately to acquire attention.

Teaching takes time. And in school, as elsewhere, there's never enough of it. Like any executive responsible for the efforts of others, you will find that managing time — yours and the students' — is one of your biggest challenges.

Time management is the thread running through almost all aspects of teaching — organizing the day, organizing the classroom, deciding how long and how often to teach various subjects, recording student progress, or keeping time-consuming behavior problems to a minimum. Students only have so much time in your classroom.

Effective use of school time begins with efficient classroom organization and management — and vice versa. Much of the essentials of classroom life involve time management in some way: paring down paperwork; planning; establishing routines that eliminate wasted time and confusion; using learning centers, independent assignments, and seatwork to give you time to work with small groups; and creating classroom environments that allow students and activities to move smoothly from one activity to the next.

4.3 Increasing Teaching Time

You may have less time to teach than you think. Lunch, recess, breaks, down-time between lessons and activities, moving from one classroom to another, interruptions, and other periods of non-instructional time account for at least 27 percent of an elementary school day. In many classrooms, that figure climbs beyond 40 percent. Surely, lunch, recess, and restroom breaks are important, but too much teaching time can be lost to inefficiency. Add to that the time that slips away when students stare out the window or are otherwise disengaged during instruction, and you get the point.

Here are some ways beginners and veterans alike can substantially increase teaching time:

1. **Find out which aspects of school time you can control.** In some schools, teachers discover they can change the scheduling of class periods, pull-out programs, extracurricular activities planning time, and outside interruptions. Ask your principal to help you control time-wasters such as unexpected visitors and frequent intercom announcements.
2. **Schedule solid blocks of teaching time for each day.** You might hang a "Do Not Disturb" sign outside your door during those times. Also, secure your principal's help in scheduling pull-out programs around those blocks and ask parents not to schedule medical or dental appointments then.

3. **Plan for smooth transitions between lessons and always try to have materials ready for each lesson or activity.**
4. **Assign homework to extend practice time.** Homework should allow students to practice skills they have already learned.
5. **Consider how and when you schedule restroom breaks for maximum efficiency.**
6. **Improve student attendance.** Attendance has a big effect on teaching and learning time. Impress upon parents the importance of good attendance and teach an actual lesson on how it hurts to miss school. "At the end of each day, I try to tell kids what we will be doing the next day," notes first-grade teacher Susie Davis. "I emphasize the kinds of activities they look forward to, such as hands-on activities. This seems to encourage attendance."

4.4 Delegating Tasks

Good classroom managers know how to delegate. Aides, volunteers, and students can handle many classroom tasks and save you enormous amounts of time. Learn to use these valuable helpers.

If you are one of the lucky ones assigned a full- or part-time aide, draw on that person's special strengths and abilities. Aides can work with small groups or tutor individuals. They can make instructional games and resources, keep bulletin boards current, monitor seatwork and learning centers, read stories to the class, and assist you in testing. They can also help with clerical and housekeeping duties (those the children can't do for themselves). And their assistance with field trips, special programs, and class parties is invaluable. Help your aide become increasingly responsible and involved in the classroom.

Volunteers are another valuable asset. Volunteers generally can do anything aides do — with your supervision and guidance, of course. Volunteer programs not only give teachers much-

deserved help, they can also improve home-school relations. Parents, grandparents, businesspersons, and other volunteers become sympathetic to the problems facing schools, and supportive of better budgets and improved opportunities. Also, they learn to play an active role in educating children. It's a winning proposition for everyone!

4.5 Total Quality Management (TQM)

Total Quality Management (TQM) often consists of organization-wide efforts to "install and make permanent a climate where employees continuously improve their ability to provide on demand products and services that customers will find of particular value." "Total" emphasizes that departments in addition to production (for example sales and marketing, accounting and finance, engineering and design) are obligated to improve their operations; "management" emphasizes that executives are obligated to actively manage quality through funding, training, staffing, and goal setting. While there is no widely agreed-upon approach, TQM efforts typically draw heavily on the previously developed tools and techniques of quality control. TQM enjoyed widespread attention during the late 1980s and early 1990s before being overshadowed by ISO 9000, Lean manufacturing, and Six Sigma.

4.6 Task list organization

Task lists are often written in a diary or diarised and tiered. The simplest tiered system includes a general to-do list (or task-holding file) to record all the tasks the person needs to accomplish, and a daily to-do list which is created each day by transferring tasks from the general to-do list. An alternative is to create a "not-to-do list", to avoid unnecessary tasks.

Task lists are often prioritized:

1. A daily list of things to do, numbered in the order of their importance, and done in that order one at a time until daily time allows, is attributed to consultant Ivy Lee (1877–1934) as the most profitable advice received by Charles M. Schwab (1862–1939), president of the Bethlehem Steel Corporation.
2. An early advocate of "ABC" prioritization was Alan Lakein, in 1973. In his system "A" items were the most important ("A-1" the most important within that group), "B" next most important, "C" least important.
3. A particular method of applying the *ABC method* assigns "A" to tasks to be done within a day, "B" a week, and "C" a month.
4. To prioritize a daily task list, one either records the tasks in the order of highest priority, or assigns them a number after they are listed ("1" for highest priority, "2" for second highest priority, etc.) which indicates in which order to execute the tasks. The latter method is generally faster, allowing the tasks to be recorded more quickly.
5. Another way of prioritizing compulsory tasks (group A) is to put the most unpleasant one first. When it's done, the rest of the list feels easier. Groups B and C can benefit from the same idea, but instead of doing the first task (which is the most unpleasant) right away, it gives motivation to do other tasks from the list to avoid the first one.
6. A completely different approach which argues against prioritising altogether was put forward by British author Mark Forster in his book "Do It Tomorrow and Other Secrets of Time Management". This is based on the idea of operating "closed" to-do lists, instead of the traditional "open" to-do list. He argues that the traditional never-ending to-do lists virtually guarantees that some of your work will be left undone. This approach advocates getting all your work done, every day, and if you are unable to achieve it helps you diagnose where you are going wrong and what needs to change.^[21]

Various respondents stressed potential difficulties with to-do lists such as the following:

1. Management of the list can take over from implementing it. This could be caused by procrastination by prolonging the planning activity. This is akin to analysis paralysis. As with any activity, there's a point of diminishing returns.
2. Some level of detail must be taken for granted for a task system to work. Rather than put "clean the kitchen", "clean the bedroom", and "clean the bathroom", it is more efficient to put "housekeeping" and save time spent writing and reduce the system's administrative load (each task entered into the system generates a cost in time and effort to manage it, aside from the execution of the task). The risk of consolidating tasks, however, is that "housekeeping" in this example may prove overwhelming or nebulously defined, which will either increase the risk of procrastination, or a mismanaged project.
3. Listing routine tasks wastes time. If you are in the habit of brushing your teeth every day, then there is no reason to put it down on the task list. The same goes for getting out of bed, fixing meals, etc. If you need to track routine tasks, then a standard list or chart may be useful, to avoid the procedure of manually listing these items over and over.
4. To remain flexible, a task system must allow for disaster. A company must be ready for a disaster. Even if it is a small disaster, if no one made time for this situation, it can metastasize, potentially causing damage to the company.
5. To avoid getting stuck in a wasteful pattern, the task system should also include regular (monthly, semi-annual, and annual) planning and system-evaluation sessions, to weed out inefficiencies and ensure the user is headed in the direction he or she truly desires.

If some time is not regularly spent on achieving long-range goals, the individual may get stuck in a perpetual holding pattern on short-term plans, like staying at a particular job much longer than originally planned. In the late 1970s and early 1980s, the developed countries of North America

and Western Europe suffered economically in the face of stiff competition from Japan's ability to produce high-quality goods at competitive cost. For the first time since the start of the Industrial Revolution, the United Kingdom became a net importer of finished goods. The United States undertook its own soul-searching, expressed most pointedly in the television broadcast of *If Japan Can... Why Can't We?* Firms began reexamining the techniques of quality control invented over the past 50 years and how those techniques had been so successfully employed by the Japanese. It was in the midst of this economic turmoil that TQM took root. Project Management Institute (2004) states that the exact origin of the term "Total Quality Management" is uncertain.

It is almost certainly inspired by Armand V. Feigenbaum's multi-edition book *Total Quality Control* (OCLC 299383303) and Kaoru Ishikawa's *What Is Total Quality Control? The Japanese Way* (OCLC 11467749). It may have been first coined in the United Kingdom by the Department of Trade and Industry during its 1983 "National Quality Campaign".^[2] Or it may have been first coined in the United States by the Naval Air Systems Command to describe its quality-improvement efforts in 1985.^[2]

4.7 Time Management Schemes

Time Management Schemes often include a time clock or web-based application used to track an employee's work hours. Time management systems give employers insights into their workforce, allowing them to see, plan and manage employees' time. Doing so allows employers to control labour costs and increase productivity. A time management system automates processes, which eliminates paper work and tedious tasks.

4.7.1 GTD (Getting Things Done)

Getting Things Done was created by David Allen. The basic idea behind this method is to finish all the small tasks immediately and a big task is to be divided into smaller tasks to start completing now. The reasoning behind this is to avoid the information overload or "brain freeze" which is likely to occur when there are hundreds of tasks. The thrust of GTD is to encourage the user to get their tasks and ideas out and on paper and organized as quickly as possible so they're easy to manage and see.

4.7.2 Pomodoro

Francesco Cirillo's (2004) "Pomodoro Technique" was originally conceived in the late 1980s and gradually refined until it was later defined in 1992. The technique is the namesake of a pomodoro (Italian for tomato) shaped kitchen timer initially used by Cirillo during his time at university. The "Pomodoro" is described as the fundamental metric of time within the technique and is traditionally defined as being 30 minutes long, consisting of 25 minutes of work and 5 minutes of break time. Cirillo also recommends a longer break of 15 to 30 minutes after every four Pomodoros. Through experimentation involving various work groups and mentoring activities, Cirillo determined the "ideal Pomodoro" to be 20–35 minutes long.^[27]

4.8 Conclusion

In this Chapter, the study has outlined the major findings from the field. It has discussed those findings and proceed in the next chapter to draw out some conclusions and suggest recommendations for the Way Forward.

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

In this chapter, the study draws conclusions from the study and fronts some recommendations on what could be done to improve the status of time management in primary schools. A lot can be done especially on the self-discipline and awareness among the administrators and education managers at all categories.

5.1 Elimination of non-priorities

Time management also covers how to eliminate tasks that do not provide value to the individual or organization. According to Sandberg (2014), task lists "aren't the key to productivity [that] they're cracked up to be". He reports an estimated "30% of listers spend more time managing their lists than [they do] completing what's on them".

Hendrickson asserts^[29] that rigid adherence to task lists can create a "tyranny of the to-do list" that forces one to "waste time on unimportant activities".

5.2 Study time

Learning is considered to be an activity of stress-free notifying of an exposure received with mindfulness. Any form of stress is considered to be debilitating for learning and life, even if adaptability could be acquired (eustress) its effects are damaging.^[31] But stress is an unavoidable

part of daily life and Reinhold Niebuhr suggests to face it, as if having "the serenity to accept the things one cannot change and having the courage to change the things one can."

Part of setting priorities and goals is the emotion "worry," and its function is to ignore the present to fixate on a future that never arrives, which leads to the fruitless expense of one's time and energy. It is an unnecessary cost or a false aspect that can interfere with plans due to human factors. The Eisenhower Method is a strategy used to compete worry and dull-imperative tasks. Worry as stress, is a reaction to a set of environmental factors; understanding this is not a part of the person gives the person possibilities to manage them. Athletes under a coach call this management as "putting the game face."

Change is hard and daily life patterns are the most deeply ingrained habits of all. To eliminate non-priorities in study time it is suggested to divide the tasks, capture the moments, review task handling method, postpone unimportant tasks (understood by its current relevancy and sense of urgency reflects wants of the person rather than importance), control life balance (rest, sleep, leisure), and cheat leisure and non-productive time (hearing audio taping of lectures, going through presentations of lectures when in queue, etc.).

Certain unnecessary factors that affect time management are habits, lack of task definition (lack of clarity), over-protectiveness of the work, guilt of not meeting objectives and subsequent avoidance of present tasks, defining tasks with higher expectations than their worth (over-qualifying), focusing on matters that have an apparent positive outlook without assessing their importance to personal needs, tasks that require support and time, sectional interests and conflicts, etc. A habituated systematic process becomes a device that the person can use with ownership for effective time management.

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5.3 Classroom management

Establishing procedures, like having children raise their hands when they want to speak, is a type of classroom management techniques. Classroom management is a term teachers use to describe the process of ensuring that classroom lessons run smoothly without disruptive behavior from students compromising the delivery of instruction. The term also implies the prevention of disruptive behavior pre-emptively, as well as effectively responding to it after it happens.

It is a difficult aspect of teaching for many teachers. Problems in this area causes some to leave teaching. In 1981 the US National Educational Association reported that 36% of teachers said they would probably not go into teaching if they had to decide again. A major reason was negative student attitudes and discipline.

Classroom management is crucial in classrooms because it supports the proper execution of curriculum development, developing best teaching practices, and putting them into action.

Classroom management can be explained as the actions and directions that teachers use to create a successful learning environment; indeed, having a positive impact on students achieving given learning requirements and goals (Soheili, Alizadeh, Murphy, Bajestani, Ferguson and Dreikurs). In an effort to ensure all students receive the best education it would seem beneficial for educator programs to spend more time and effort in ensuring educators and instructors are well versed in classroom management.

Teachers do not focus on learning classroom management, because higher education programs do not put an emphasis on the teacher attaining classroom management; indeed, the focus is on creating a conducive learning atmosphere for the student (Eisenman, Edwards, and Cushman).

These tools enable teachers to have the resources available to properly and successfully educate upcoming generations, and ensure future successes as a nation. According to Moskowitz

&Hayman (1976), once a teacher loses control of their classroom, it becomes increasingly more difficult for them to regain that control.

Also, research from Berliner (1988) and Brophy & Good (1986) shows that the time a teacher must take to correct misbehavior caused by poor classroom management skills results in a lower rate of academic engagement in the classroom.^[3] From the student's perspective, effective classroom management involves clear communication of behavioral and academic expectations as well as a cooperative learning environment.

5.4 Techniques of Classroom management

5.4.1 Corporal punishment

Until recently, corporal punishment was widely used as a means of controlling disruptive behavior but it is now illegal in most schools. It is still advocated in some contexts by religious leaders such as James Dobson, but his views "diverge sharply from those recommended by contemporary mainstream experts" and are not based on empirical testing, but rather are a reflection of his faith-based beliefs.

According to studies taboo physical punishments like spanking or procedures used in Asia in the classroom such as standing do not make students or children more aggressive. Consistency seems to play a greater role on whether outcomes could be negative.

Corporal punishment is now banned in all schools in Uganda, and most developed countries.

Although its effectiveness was never proven, the punishment was very disproportionately met.

5.4.2 Good teacher-student relationships

Some characteristics of having good teacher-student relationships in the classroom involves the appropriate levels of dominance, cooperation, and awareness of high-needs students. Dominance is defined as the teacher's ability to give clear purpose and guidance concerning student behavior and their academics. By creating and giving clear expectations and consequences for student behavior, this builds effective relationships. Such expectations may cover classroom etiquette and behavior, group work, seating arrangements, the use of equipment and materials, and also classroom disruptions. Assertive teacher behavior also reassures that thoughts and messages are being passed on to the student in an effective way. Assertive behavior can be achieved by using erect posture, appropriate tone of voice depending on the current situation, and taking care not to ignore inappropriate behavior by taking action.^[8]

5.5 Preventive techniques

Preventive approaches to classroom management involve creating a positive classroom community with mutual respect between teacher and student. Teachers using the preventive approach offer warmth, acceptance, and support unconditionally – not based on a student's behavior. Fair rules and consequences are established and students are given frequent and consistent feedback regarding their behavior. One way to establish this kind of classroom environment is through the development and use of a classroom contract. The contract should be created by both students and the teacher. In the contract, students and teachers decide and agree on how to treat one another in the classroom. The group also decides on and agrees to what the group will do if someone violates the contract. Rather than a consequence, the group should decide how to fix the problem through either class discussion, peer mediation, counseling, or by one on one conversations leading to a solution to the situation.

Preventive techniques also involve the strategic use of praise and rewards to inform students about their behavior rather than as a means of controlling student behavior. To use rewards to inform students about their behavior, teachers must emphasize the value of the behavior that is rewarded and also explain to students the specific skills they demonstrated to earn the reward. Teachers should also encourage student collaboration in selecting rewards and defining appropriate behaviors that earn rewards.^[10]

5.6 Rote discipline

Also known as "lines", rote discipline is a negative sanction used for behavior management. It involves assigning a disorderly student sentences or the classroom rules to write repeatedly. Among the many types of classroom management approaches, it is very commonly used.

5.6 Systematic approaches

5.6.1 Assertive discipline

Assertive discipline is an approach designed to assist educators in running a teacher-in-charge classroom environment. Assertive teachers react to situations that require the management of student behavior confidently. Assertive teachers do not use an abrasive, sarcastic, or hostile tone when disciplining students. Assertive discipline is one of the most widely used classroom management tactics in the world. It demands student compliance and requires teachers to be firm. This method draws a clear line between aggressive discipline and assertive discipline. The standards and rules set in place by assertive discipline are supported by positive reinforcement as well as negative consequences. Teachers using this approach carry themselves confidently and have no tolerance for class disruption. They are not timid, and remain consistent and just.

5.6.2 Constructivist discipline

A constructivist, student-centered approach to classroom management is based on the assignment of tasks in response to student disruption that are "(1) easy for the student to perform, (2) developmentally enriching, (3) progressive, so a teacher can up the ante if needed, (4) based on students' interests, (5) designed to allow the teacher to stay in charge, and (6) foster creativity and play in the classroom." Compliance rests on assigning disciplinary tasks that the student will want to do, in concert with the teacher rapidly assigning more of the task if the student does not initially comply. Once the student complies, the role of the teacher as the person in charge (i.e. in loco parentis) has been re-established peacefully, creatively, and with respect for students' needs. Claimed benefits include increased student trust and long-term emotional benefits from the modelling of creative solutions to difficulties without resorting to a threat of violence or force.

5.6.3 Culturally responsive classroom management

Culturally responsive classroom management (CRCM) is an approach to running classrooms with all children [not simply for racial/ethnic minority children] in a culturally responsive way. More than a set of strategies or practices, CRCM is a pedagogical approach that guides the management decisions that teachers make. It is a natural extension of culturally responsive teaching, which uses students' backgrounds, rendering of social experiences, prior knowledge, and learning styles in daily lessons. Teachers, as culturally responsive classroom managers, recognize their biases and values and reflect on how these influence their expectations for behavior and their interactions with students as well as what learning looks like. There is extensive research on traditional classroom management and a myriad of resources available on

how to deal with behavior issues. Conversely, there is little research on CRCM, despite the fact that teachers who lack cultural competence often experience problems in this area.

5.7 Discipline without Stress, Punishments or Rewards

Discipline without Stress (or DWS) is a K-12 discipline and learning approach developed by Marvin Marshall described in his 2001 book, *Discipline without Stress, Punishments or Rewards*. The approach is designed to educate young people about the value of internal motivation. The intention is to prompt and develop within youth a desire to become responsible and self-disciplined and to put forth effort to learn. The most significant characteristics of DWS are that it is totally noncoercive (but not permissive) and takes the opposite approach to Skinnerian behaviorism that relies on external sources for reinforcement.

5.8 Provide flexible learning goals

Instructors can demonstrate a suitable level of strength by giving clear learning objectives, they can also pass on fitting levels of participation by giving learning objectives that can be changed based on the classes needs. Allowing students to participate in their own learning goals and outcomes at the start of a unit brings a sense of cooperation and mutual understanding between the instructor and student. One way of involving the students and in turn making them feel heard in the decision making of the class is by asking what topics they would find most intriguing in learning based on a guided rubric. This approach will engage and send a message to the students that the teacher is interested in the student's interests. The student in turn will bring greater learning outcomes as well as a mutual respect.^[17]

5.9 The Good Behavior Game

The Good Behavior Game (GBG) is a "classroom-level approach to behavior management"^[18] that was originally used in 1969 by Barrish, Saunders, and Wolf. The Game entails the class earning access to a reward or losing a reward, given that all members of the class engage in some type of behavior (or did not exceed a certain amount of undesired behavior). The GBG can be used to increase desired behaviors (e.g., question asking) or to decrease undesired behaviors (e.g., out of seat behavior). The GBG has been used with pre-schoolers as well as adolescents, however most applications have been used with typically developing students (i.e., those without developmental disabilities). In addition, the Game "is usually popular with and acceptable to students and teachers."^[19]

5.10 Positive classrooms

Robert DiGiulio has developed what he calls "positive classrooms". DiGiulio sees positive classroom management as the result of four factors: how teachers regard their students (spiritual dimension), how they set up the classroom environment (physical dimension), how skilfully they teach content (instructional dimension), and how well they address student behavior (managerial dimension). In positive classrooms student participation and collaboration are encouraged in a safe environment that has been created. A positive classroom environment can be encouraged by being consistent with expectations, using students' names, providing choices when possible, and having an overall trust in students. So As educators, we have daily opportunities to help students grow confidence and feel good about themselves. Despite all the negativity that may be around them within their households. Through such actions as boosting their self-esteem through praise, helping them work through any feelings of alienation, depression, and anger, and helping them

realize and honour their intrinsic worth as human beings. May result in better behavior in the long line jeopardy of the students.^{[20][21]}

5.11 Recommendations

5.11.1 Classroom management is Time management process

In the *Handbook of Classroom Management: Research Practice and Contemporary Issues* (2006), Evertson and Weinstein characterize classroom management as the actions taken to create an environment that supports and facilitates academic and social–emotional learning. Toward this goal, teachers must (1) develop caring, supportive relationships with and among students; (2) organize and implement instruction in ways that optimize students’ access to learning; (3) use group management methods that encourage students’ engagement in academic tasks; (4) promote the development of students’ social skills and self–regulation; and (5) use appropriate interventions to assist students with behavior problems.

Similarly, in their introductory text on teaching, Kauchak and Eggen (2008) explain classroom management in terms of time management. The goal of classroom management, to Kauchak and Eggen, is to not only maintain order but to optimize student learning. They divide class time into four overlapping categories, namely allocated time, instructional time, engaged time, and academic learning time.

5.11.2 Academic learning time

Academic learning time occurs when students 1) participate actively and 2) are successful in learning activities. Effective classroom management maximizes academic learning time.

5.11.3 Allocated time

Allocated time is the total time allotted for teaching, learning, and routine classroom procedures like attendance and announcements. Allocated time is also what appears on a student's schedule, for example "Introductory Algebra: 9:50-10:30 a.m." or "Fine Arts 1:15-2:00 p.m."

5.11.4 Engaged time

Engaged time is also called time on task. During engaged time, students are participating actively in learning activities—asking and responding to questions, completing worksheets and exercises, preparing skits and presentations, etc.

5.11.5 Instructional time

Instructional time is what remains after routine classroom procedures are completed. That is to say, instructional time is the time wherein teaching and learning actually takes place. Teachers may spend two- or three-minutes taking attendance, for example, before their instruction begins. The time it takes for the teacher to do routine tasks can severely limit classroom instruction. Teachers must get a handle on classroom management to be effective.^[24]

Conclusion

The study concludes on the need for all stakeholders to take up their arms and pave the way forward. There is still a lot of room for further study on how best time can be managed especially when the tendency to respect time and be responsible.

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APPENDICES

APPENDIX 1

QUESTIONNAIRE FOR HEAD TEACHERS

Thank you for sparing time in your busy schedule and accept to fill the questionnaire.

This research is aimed at finding out factors affecting time management in primary schools in Kanoni Town Council, Gomba district. The views you give will be treated with utmost confidentiality. Thank you

Please fill appropriately

1. Name of the school

.....

2. Teaching staff

Male Female Total.....

3. School enrolment

Male Female Total.....

4. Please insert the average number of pupils available at school by 8:30am weekly

.....

5. Do you have the following tools that facilitate time management in your school?

Number	Tool	Yes	No
1	A watch		

2	A wall clock		
3	An alarm clock		
4	A calendar		
5	A desk diary		
6	An arrival clock		
7	Class registers		
8	Time Keeper		
9	Time tables		
10	School work plan		
11	Any other specify		

6. Please suggest three factors affecting time management in your school.

.....

.....

.....

7. Do you think time management affects the pupils` academic performance? Tick appropriately.

Yes No

8. Please suggest three ways of improving time management in your school.

.....

.....

.....

Thank you for your cooperation

APPENDIX II

QUESTIONNAIRE FOR TEACHERS

I am a student at Nkumba University pursuing a Master In Education Management And Planning of Nkumba University. I am carrying out a study on the factors affecting time management in primary schools in Kanoni Town Council, Gomba District. You have been selected to assist in this noble cause by filling this questionnaire.

1. Name of school

.....

2. Class taught

.....

3. Number of pupils

Male Female..... Total.....

4. Please insert in the average number of pupils present in your class by 8:30am and by 4:00pm monthly, termly and annually.

By 8:30am			By 4:00pm		
Monthly	Termly	Annually	Monthly	Termly	Annually

5. Do you have the following tools that facilitate time management in your class?

Number	Tool	Yes	No
1	A watch		
2	A wall clock		
3	An alarm clock		
4	A calendar		
5	A desk diary		
6	An arrival clock		
7	Class registers		
8	Time Keeper		
9	Time tables		
10	School work plan		
11	Any other specify		

6. Please suggest three factors affecting time management in your class.

.....

.....

.....

7. Do you think time management affects the pupils` academic performance? Tick appropriately

APPENDIX III

QUESTIONNAIRE FOR PUPILS

I am a student at Nkumba University pursuing a Master in Education Management and Planning of Nkumba University. I am carrying out a study on the factors affecting time management in primary schools in Kanoni Town Council, Gomba District. You have been selected to assist in this noble cause by filling this questionnaire.

1. Name of your school

.....

2. At what time do you usually arrive at school?

.....

3. Do you arrive in time

Yes No

4. If no, please suggest three reasons why you fail to arrive in time.

.....

.....

5. Do u think time management in classroom activities affects your academic performance?

Yes No

6. If yes, why?

.....

.....

7. Suggest ways of improving time management in your class/ school

.....

.....

Thank you for your cooperation.