



ISSN:1306-3111
e-Journal of New World Sciences Academy
2007, Volume: 2, Number: 3
Article Number: C0013

SOCIAL SCIENCES
EDUCATION SCIENCES

Received: February 2007
Accepted: July 2007
© 2007 www.newwsa.com

Rüçhan Özkılıç
University of Uludag
ruchan@uludag.edu.tr
Bursa-Türkiye

BEHAVIOURS OF PRIMARY SCHOOL TEACHERS RELATED TO TIME MANAGEMENT AT CLASSROOM

ABSTRACT

The purpose of this study is to determine the behaviours of primary school teachers regarding to time management before the beginning of instruction and while the instruction is going on. This research is actualized in 30 primary schools in Bursa province of Turkey. The sample of the study includes 120 teachers who voluntarily participated to this study. The instrument of the study was developed by the researcher. Data were analyzed by using frequencies and percentages.

Keywords: Time Management, Teacher Behaviours, Primary School

İLKÖĞRETİM ÖĞRETMENLERİNİN ZAMAN YÖNETİMİNE İLİŞKİN DAVRANIŞLARI

ÖZET

Bu çalışmanın amacı ilköğretim öğretmenlerinin öğretim başlamadan önce ve öğretim sırasında gerçekleştirdikleri zaman yönetimine ilişkin davranışlarını belirlemektir. Bu araştırma Türkiye'de Bursa İlinde yer alan 30 ilköğretim okulunda gerçekleştirilmiştir. Araştırmanın örneklemini bu okullarda görev yapan ve araştırmaya gönüllü olarak katılan 120 öğretmen oluşturmaktadır. Araştırmada kullanılan ölçme aracı araştırmacı tarafından geliştirilmiştir. Elde edilen veriler frekans ve yüzdeler kullanılarak analiz edilmiştir.

Anahtar Kelimeler: Zaman Yönetimi, İlköğretim,
Öğretmen Davranışları



1. INTRODUCTION (GİRİŞ)

Most people find that they do not have enough time during a day. Therefore "I do not have the time" is an excuse that we hear very frequently. But lack of time is often our fault as a result of unorganized jobs and lack of planning [1]. Of course, it is not possible to absolutely prevent time loss but it is possible to minimize it by using time management strategies.

Different professions such as managers, economists, lawyers try to develop their knowledge and skills about time management by participating in in-service training activities [2]. Just like other professions, teachers also must have knowledge and skills about time management because the daily working life of most teachers is one of unrelieved time pressure and isolation. They work, largely alone, in a classroom of 25-30 (in Turkey generally more than 30) children or adolescents for hours every day. Teachers need time to develop effective lessons, assess students in meaningful ways, talk to students and listen to them, confer with parents, read professional journals, interact with their colleagues, participate in some meetings etc [3].

Time devoted to implementing educational program at schools is limited. But there are many ways that time is lost during a school day. For example; announcements, bad weather conditions, distributing materials, collecting homework can be listed. Time as a precious resource is not something that has to be filled but something that must be conserved and used wisely. The wise use of time will maximize opportunities for learning and minimize opportunities for disruption [4].

Teachers try to implement educational program under the control of clock and calendar. This mechanism effects how the teachers present content, materials etc. to the students. As time runs, frustrated teachers face the task of cramming large portions of required material into a fraction of time intended for it [3]. On the other hand, perceptive students are left to wonder about the integrity on an instructional system that behaves, as though the last chapters of their textbooks are not important [3].

Absolutely, finishing the content of the educational program in the time devoted for it does not mean that the time was used effectively [5]. The important thing is the quality of the instruction. This is due to the consideration of many factors by the teachers. Some of these factors can be listed as follows; different learning styles, speeds, interest and abilities of students, differences in the difficulty levels of content, individual differences and needs, selection of different instructional methods according to the objectives, content and students. Unfortunately, teachers have restricted and predetermined time for handling so many differences.

Careful planning of instruction is the essential condition for the consideration of these differences and effective time management. Planning will reduce the time waste and by this way students will have more opportunities to learn. Student achievement is directly related to the amount of time spent on the content presented to them [6]. Time management is not only important in facilitating achievement, but also important in the prevention of discipline problems [4]. Successful teachers keep students busy so that they do not have time to misbehave.

The literature about effective time management at classroom suggests some methods for teachers [4, 6, 7, and 8]. These methods can be summarized as follows; preparing instructional plans, using time productively, giving directions, pacing classroom activities,



establishing classroom procedures and routines, teacher movement, monitoring student work, holding students accountable, managing transitions between activities and responding to inappropriate student behavior.

2. RESEARCH SIGNIFICANCE (ARAŞTIRMANIN ÖNEMİ)

Before 1996 teacher candidates of education faculties did not receive any formal time management training in their educational program in Turkey. In 1996, a new educational program started to be implemented in all the education faculties. As an important strategic element of classroom management courses time management issues take place in the educational program of education faculties in Turkey.

So far, a great deal of study has been done on time management in economics and management, but time management studies in the field of education have been limitedly investigated in Turkey. In this respect, this study is to determine the behaviors of primary school teachers regarding to time management before the beginning of instruction and while the instruction is going on.

3. MATERIAL AND METHOD (MATERİYAL METOD)

3.1. Sample (Örneklem)

Bursa has 567 primary schools and in these schools 9708 teachers are working [9]. This research is actualized in 30 primary schools. Uludağ University Faculty of Education (U.U.F.E) has a continuing cooperation with these 30 primary schools in terms of pre-service training of teacher candidates. The sample of the study includes 120 teachers (73 female and 47 male) who were voluntarily participated in this study.

3.2. Procedure (Yöntem)

The instrument of the study was developed by the researcher. Teacher behaviours for effective time management were listed in the light of the related literature and then it was observed that these behaviours can be divided into two categories; the behaviours before the beginning of instruction and the behaviours while instruction is going on.

In this respect, the instrument is consisted of three parts; first part includes 9 statements related to teacher behaviours before the beginning of instruction, second part includes 13 statements related to teacher behaviours while instruction is going on and third part includes the questions for the determination of teachers' participated activities related to time management. The participants of the study gave their responses to the statements by checking among two alternatives as yes or no.

The instrument of the study was applied at the beginning of the 2001-2002 spring semesters. It took 20 days to apply the instrument. The teachers were chosen among the schools were U.U.F.E students do their teaching practice. The teachers were asked whether they want to participate in a study related to time management or not. Data were obtained from the voluntarily participated teachers.

4. FINDINGS (BULGULAR)

As previously stated above paragraphs, the first part of the instrument is related to the time management behaviours of teachers before the beginning of instruction. Table I summarizes participant teachers' responses to the statements about teacher behaviours before the beginning of instruction. It was observed that 73% of the participant teachers specify time for every activity and 65% of them stated that they specify time limits only for instructional units.



Most of the participant teachers (98%) stated that they prepare instructional materials before the instruction start and they control the students' responsibilities that are given to them (92,5%) at break times. The teacher behaviours such as determination of time limits for the instructional activities, preparation of materials before the instruction, doing controls at break times are effective teacher behaviours in terms of time management. On the other hand; 69,2% of the participant teachers said that they put a few books, pencil etc. for the students who forget them. This means that these teachers try to prevent time loss and chaotic situation which appears when some students start to ask one of these materials from his/her friends.

Unfortunately, participant teachers responses indicated that only 16,7% of them used to go classroom before the bell rings, most of them (68,3%) do their school related work at home, only 41,7% of them stated that they determine activities and than write them on the blackboard before the students come to class, other teachers' (58,3%) reported that they are not behave in this way. Lastly, 60% of the teachers stated that they do not plan their times according to their jobs that they have to do. The teacher behaviours such as coming classroom after the bell rings, devoting individual resting times for school works, do not prepare written instructions for students and do not planning time according to the jobs are not appropriate behaviour for effective time management.

Table 1. Frequencies and percentages of teacher responses to the statements about teacher behaviours before the beginning of instruction

(Tablo 1. Öğretim başlamadan önceki öğretmen davranışları ile ilgili ifadelerle öğretmenlerin verdiği yanıtların frekans ve yüzde dağılımları)

STATEMENTS	YES		NO	
	f	%	f	%
1. I specify time for every activity separately at my instructional plans.	73	60.8	47	39.2
2. I do not specify time for the activities on my instructional plans but I put a time limit for every unit.	55	45.8	65	54.2
3. I prepare all required materials, instruments etc. before the instruction start.	118	98.3	2	1.7
4. At break times I control the students whether they do their responsibilities that are given to them or not.	111	92.5	9	7.5
5. I used to go classroom before bell rings.	20	16.7	100	83.3
6. I put a few books, pencil, eraser etc. on my desk for the students who forget one of them.	83	69.2	37	30.8
7. I determine activities and write them on the blackboard before my students come to class.	50	41.7	70	58.3
8. I do most of my school related work at home.	82	68.3	38	31.7
9. I plan my time weekly or monthly at school according to the jobs that I have to do e.g.: writing instructional plans, records, grading, correcting homework etc.	48	40	72	60



The second part of the instrument is related to the time management behaviours of teachers' while the instruction is going on. Table 2 summarizes participant teachers' responses to the statements about these behaviours of teachers.

Table 2. Frequencies and percentages of teacher responses to the statements about teacher behaviours while instruction is going on.
(Tablo 2. Öğretim sırasındaki öğretmen davranışları ile ilgili ifadelerle öğretmenlerin verdiği yanıtların frekans ve yüzde dağılımları)

STATEMENTS	YES		NO	
	f	%	f	%
1. Except a few situations I obey the time that I decide to devote for an activity.	115	95.8	5	4.2
2. I give responsibilities to my students to do class routine such as collecting homework's, recording bsent students etc.	43	35.8	77	64.2
3. I determine rules for students in order to prevent them to cut learning time with unrelated activities such as coming late, walking around etc.	103	85.8	17	14.2
4. I prefer to sit down while students working on a task.	2	1.7	118	98.3
5. I invite students to my desk for checking their task.	41	34.2	79	65.8
6. I check completed works and give help who needs it while I am walkin around classroom.	114	95	6	5
7. I do not pass the second activity if the first one is not completed.	111	92.5	9	.5
8. I try to adopt my speed according to students' behaviors while I am lecturing.	115	95.8	5	4.2
9. I tell students submission date of homework's, reports etc. and then I absolutely obey these determined times.	91	75.8	29	24.2
10. I do not prefer to use time consuming instructional methods.	73	60.8	47	39.2
11. I sign class notebook and absenteeism records while students working on a task.	73	60.8	47	39.2
12. I prepare some written documents related to students work and put them on the board where the students can easily see.	55	45.8	65	54.2

The responses of participant teachers to the statements of the instrument showed that %95.8 of the teachers obey the time limits of an activity, 85,8% of teacher participants stated that they determine class rules for preventing time loss, 98,3% of them do not prefer to sit down while the students working on a task, 65,8% of them do not invite student to their desk, 95% of the participant teachers control students works while they are walking around classroom, 92,5% of them pass the second activity after the of first one finished, 95,8% of them adopt their speed according to students behaviors, 75,8% of the teacher participants stated that they specify submission date of reports or homework and obey these dates, 60,8% of the participants reported that they sign class notebook and absenteeism records while student working on a task. These are preferred teacher behaviours in terms of effective time management.



On the other hand, the responses of the teacher participants to the second, tenth, twelfth statements of the instrument showed that most of the teachers (64,2%) do not prefer to give responsibilities to students for classroom routines, 60,8% of them do not prefer to use time consuming instructional methods and 54,2% of the teacher participants do not prepare written documents for students use. These teacher behaviours are not appropriate and related with effective time management.

Third part of the instrument includes the questions for the determination of teachers' participated activities related to time management. 51% of the teachers stated that they did not participate in any activity but 49% of them stated that they participate in some activities related to time management. At Table 3 the type of activities that are followed by teacher participants are summarized.

Table 3. The type of time management activities followed by teacher participants

(Tablo 3. Katılımcı öğretmenler tarafından zaman yönetimine ilişkin izlenen etkinlikler)

Type of Activity	f	%
Seminar	21	17.5
Course	8	6.7
In-service Training	12	10.0
Conference	18	15.0
Total	59	49.0

49,2% of the teachers stated that they did not read any thing but 50,8% of them stated that they do some readings related to time management. At Table 4 the type of readings that are followed by teacher participants are summarized.

Table 4. The type of readings followed by teacher participants related to time management

(Tablo 4. Katılımcı öğretmenler tarafından zaman yönetimine ilişkin okunanlar)

Type of Reading	f	%
Book	12	10.0
Periodical	10	8.3
Article	26	21.7
Chapter in a Book	13	10.8
Total	61	50.8

In addition to the above findings, 70,8% of the participant teachers reported that they need to acquire knowledge and skills related to time management. Also, 87,5% of them reported that they want to participate in an activity with the content of time management

5. CONCLUSION (TARTIŞMA VE SONUÇ)

For a teacher, careful planning and thinking about the objectives, activities, materials, students etc. are extremely important for effective time management. All these things require before hand preparation of teachers. The first part of the instrument is related to this type of before hand preparation behaviours of teachers. The responses of the teachers to this part of the instrument indicated that most of the participant teachers demonstrate these preparation and planning acts. But it was observed that some behaviours like going into the classroom before the bell rings, determining and writing activities on the blackboard before the



students come to class, doing weekly or monthly plans for the jobs are not actualized by the participant teachers. These inappropriate behaviours may lead to some negative results in terms of other appropriate behaviours.

On the other hand, most of the participant teachers reported that they do school related work at home. This means that they do not spend enough time with their families or friends and they spend their resting times for working. As all we know, this situation may lead to stress, fatigue and communication deficiencies etc. It would be a optimistic approach to assume a teacher who does not reflect one of these results to his or her students.

It is possible to say that participant teachers do better at the second part of the instrument than the first part of the instrument. In the second part, two problematic behaviours are observed. One of them is related to giving responsibilities to the students about classroom routines. Most of the participant teachers stated that they do not give responsibilities to students on class routines. However, it is possible to give more learning opportunities and more learning time to students by reducing time devoted for class routines.

The other problematic behaviour is related to usage of time consuming instructional methods. Most of the participant teachers reported that they do not prefer to use time consuming instructional methods. Of course, time is an effective factor in the selection of instructional methods but this does not mean that we have to avoid time consuming instructional methods. There are other factors that we have to consider in the selection of instructional methods like student needs, objectives, and features of the content. We can use time consuming methods without feeling discomfort if we save time by planning our time, giving responsibilities to students, developing rules for the students, preparing instructional material before the beginning of the course, learning and developing effective time management skills.

Half of the teachers reported that they participated in an activity and read about time management. The other half of the teachers did not participate and read about time management. The percentages are approximately same for these two halves. One source of this result may be the recent popularity of time management issues. New courses at teacher education programs like "classroom management" may be the other one. But more than half of the participated teachers stated that they need to develop their knowledge and skills about time management by participating in an activity related to time management. It will be very helpful for these teachers to participate in an in-service teacher training program about time management that is prepared by the faculty of education as a cooperative institution.

6. SUGGESTIONS (ÖNERİLER)

With respect to the result of the study the following suggestions are listed.

- It will be beneficial to provide seminar or inservice training opportunities for the teachers who are not faced with time management issues in his/her professional life
- The usage of different instructional methods must be encouraged and the dilemma between time consumption and students' gains of interactive instructional methods must be declared openly.
- Researches that are designed to use observation methods related to time management behaviours of teachers can provide new contributions to the issue.



NOTICE: "Behaviours of Primary School Teachers Related to Time Management at Classroom" Paper Presented at International Conference on Changing Times and Changing Needs, 2002, Turkish Republic of Northern Cyprus.

REFERENCES (KAYNAKLAR)

1. Garratt, S., (1994). Manage Your Time, Harper Collins Publishers.
2. Johns, T., (1993). Perfect Time Management, Arrow Business Books.
3. National Education Commission, (1994). Prisoners of Time. Report of National Education Commission, U.S Government Printing Office, Washington.
4. Weinstein, C.S., (1996). Secondary Classroom Management, McGraw-Hill Book Company.
5. Aksüt, M., (2002). Dersle İlgili Süre Kullanımı, Sınıf Yönetimi, Ed. Kaya, Z., Pegem Yayınları, Ankara
6. Savage, T.V., (1991). Teaching Self -Control Through Management and Discipline. Allyn and Bacon.
7. Özkılıç, R., (2000). Sınıfta Zaman Yönetimi. Sınıf Yönetiminde Yeni Yaklaşımlar, Ed. Küçükahmet, L. Nobel Yay., Ankara
8. Anderson, L.W., (1989). The Effective Teacher Study Guides and Readings, Mc Graw-Hill Book Company.
9. Milli Eğitim Bakanlığı, (2001). Milli Eğitim Sayısal Veriler, Araştırma Planlama ve Kooordinasyon Kurulu Başkanlığı, Ankara.