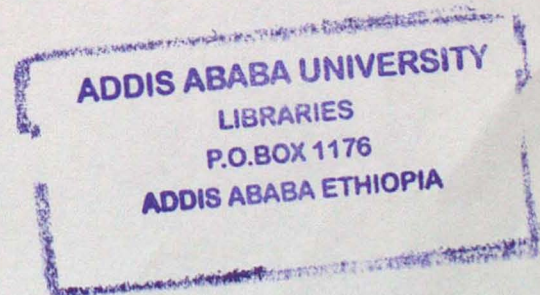


ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

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TIME MANAGEMENT IN CENTRAL ZONE PREPARATORY
SCHOOLS OF TIGRAI

BY
ZEMICHAEL TSEGAI



April 2011

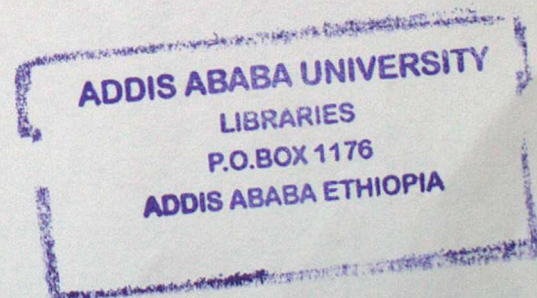
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**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE
STUDIES OF ADDIS ABABA UNIVERSITY IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF MASTER OF ARTS IN EDUCATIONAL
LEADERSHIP**

BY:

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April 2011

Addis Ababa

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ABBREVIATIONS AND/OR ACRONYMS

- AAU** = Addis Ababa University
- BPR** = Business Process of Reengineering
- CBB**= Capacity Building Bureau
- ECSC** = Ethiopian Civil Service College
- EIIPD**= Ethiopian International Institute for Peace and Development
- FDRE** = Federal Democratic Republic of Ethiopia
- JIT** = Just In Time
- MOE** = Ministry of Education
- MU** = Mekelle University
- NGOs**= Non Governmental Organizations
- SD** = Standard Deviation
- SPSS** = Statistical Package of Social Sciences
- Three Cs** = The Customer, Competition and Change
- TQM** = Total Quality of Management

ABSTRACT

The main objective of the study was to assess teachers' current practices of time management in central zone preparatory schools of Tigrai. To achieve this purpose the study employed a descriptive survey method. Teachers, vice principals and principals were sources of data in this study. The data gathering instrument were questionnaire, interview and document analysis. The quantitative data was analyzed using descriptive statistics while the information obtained through document review and interviews were qualitatively described to supplement the quantitative data. The results of the study revealed that the concept of time and its management is not satisfactory. With respect to the teachers' awareness, no training is made on time to the teachers and school. Furthermore, the finding revealed that teachers encountered a number of time wasters. The top ones were lack objectives, problems of setting priority in planning, in decision and procrastination lack of self disciplined, confused responsibility, technology (computer, telephone mobile) unexpected things (visitors, meeting) and delegation problems. And the incapability of identifying the time savers that can alleviate the problems of time bandits is identified as another major problem of the study. So, it is concluded that teachers have problems of time concept and its management and couldn't identify time wasters to come up with relevant strategies of time management. Finally, recommendations are made based on the results of the study. The points of recommendation include: the misconception of time and the culture of time utilization and management of teachers in the preparatory schools of Tigrai should get great attention by the woreda education offices in collaboration with education bureau. Like on the other basic resources, a training about the concept of time and its management should be given to teachers. Despite the fact that the educational policy of the country gave little room in the result - oriented measurement of teachers' performance, curriculum of civics and ethical education and BPR, it is expected to detail and give big room beyond the existing situation. As the findings of this study revealed the top time wasters that face to the teachers and it is recommended that the major effective strategies of time management may be awareness of time, set priorities using planning tools, get organized, scheduled your time appropriately, delegate, stop procrastination, manage extended time wasters, avoid multi tasking and stay healthy.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Research

In the long march of time, mankind has traveled from the cave to the computer. Time affects the nature and civilization of our lives. For that matter, it is obvious that the today's science and technology of the world and knowledge of human being is more developed and advanced through time. That's why a significant/ considerable number of governmental and non-governmental organizations are starting to take into account time as a crucial element or resource for their overall activities in terms of time lines- daily, short-run and long-run programs. This fact Kenjo and Lorrیمان (1996:132-133) state to the secret of Japan's success was in contrast to the typical American approach of training by 'throwing money' at the problem instead the Japanese concentrate on those with the expertise investing the TIME to pass their skills and knowledge on to others. For this matter IHI a major Japanese engineering company considered to the world number one.

In support of this idea, Stalk and Hout (1990:39) indicated that time can be expressed as the same as productivity, finance, equality and also innovation. Their further idea is that time is the central part or chief part of the innovation. On the part of Bachir and Kimmerll (1998:20), we human beings are the slave of time though time is not the slave of us. They reason that life means time and we human beings are time and the natural resource time is our being. Here it makes us clear that time is everything for the function, development and change of our organization particularly schools.

On the other hand, even though attempts on self-effort and adopted policies on result-oriented under performance management: from 2001

on wards and B.P.R. 2009 on wards of time utilization and management implicitly all spheres or domains (can be in economic, social, political, etc) in general and in education in particular have been done, it is questionable whether time has been explicitly perceived and managed effectively for the benefits of organization or/ and individuals (customers, etc) or not. Authors and books, however, tried to describe the mystery of time.

Time is a familiar thing to human beings or to every one of us. However, it is beyond of us in its mysterious nature (Price, 1996; Neal, 1967, and Coleman, 1971:133). That's why according to Coleman, scientists, philosophers and poets have attempted to explain, but no one explanation will ever quite do.

The World Book of Encyclopedia (1996:226) on its part stated that time as one of the deepest mysteries in our world. Therefore, this displays a problem to be improved from time to time having a paradigm shift of time management.

To time, Stalk and Hout (1990:39) indicated that time is a cutting edge of competitive advantage in the present world. If time is a strategic weapon for the betterment of the organization, for sure the school is highly expected to use it wisely. As a result, probably they are needed to conceptualize the mystery of time, the top time thieves and to come up with better ways/ techniques of time consumption and management.

With regard to our countries context, MOE (1994) has stated that in attempt to solve the existing problems of the education system especially the equitable provision of education, promising results have been achieved but in terms of bringing time competitive result with quality, the system is still with in challenging problems. So, even though access and equity have shown a remarkable change, education has a time

utilization and management problem that should be alleviated or treated so as to bring quality and timely result of education at the schools' level.

For that matter, the Ethiopian education system has adopted the result – oriented approach which introduced under the performance management (1998 on words). This is for the schools and teachers to be evaluated and valued or/ and measured for their activities against plan. The tasks of the result – oriented performance are scaled to be measured and valued by four elements: time, quality, quantity and cost. Moreover, according to the Ethiopian Education and Training Policy (1994), one of the aims of education is to strengthen the individuals and society's problem solving capacity and culture at all educational levels. In the same document (1994:8), it is stated that due attention will be given to popular participation in the production, distribution and utilization.

The training module of Capacity Building Bureau of Regional State of Tigray (2009: 18-31) on its part, consulting to Michael Hammer, beyond reengineering (_97-107) makes clear that our performance management introduced the BPR as a tool of change needed by the three Cs (the customer, competition and change). So, this is practicing in every office and school of the region having team charter to address the three Cs. However, there are questions that should get relevant responses: Is the training and orientation given to the civil servants about BPR fill the gap of the perception of time and its management at the school level to be a competitive organization in time? Is the culture of time management with regard to the aim of Ethiopian Education Training and Policy (1994) developed in the expected way?

✓To see about procrastination, the academic procrastination has its own contribution to the problem of time management. Perra (2003) stated that procrastinators delay until the day after tomorrow what they know they should have done the day before yesterday. Wolter (2003:179-187) added that academic procrastination includes failing to perform an

activity with the desired time frame or postponing until the last minutes ; and high level procrastination appear inconsistent with the behaviors typically attributed to self-regulated learners. Moreover, Chu and Choi (2005:255-264) said that procrastination has been considered a self handicapping behavior that leads to wasted time, poor performance, and increased stress.

Generally speaking, many of us say 'Time is gold' and 'Time is money' Nowadays, people are turning to say 'time is life.' So, these sayings indicate that how much time is an essential resource for us and for our organizations. However, "time is more than just managing time," Melaku (2010:74). This clarifies on the other way that the sayings are good indication of the appreciation of time but not management of time consumption in the practical area.

The underlying reason can be found when the perception of time management of the school is studied. Thus, the purpose of the study is to investigate the teachers' current practices of time management in central zone sampled preparatory schools of Tigray – focusing perception of time, time peculiarities and association with other things, time wasters and techniques of time management.

Therefore, the teachers' perception of time and ways of management may be the source of the problem and it is better to be studied in this study.

1.2. The Statement of the Problem

Time is a neglected area in giving high credit to time as a crucial resource of every one of us and our organization we work at. According to Carlstein (1982):

A major resource involved apart from land (space), energy, water and different forms of human-made capital, is human time. This seems to be the most neglected of the resources dealt with in social science, although human time is a resource which cuts across absolutely all sectors of human life

and hence could serve very well in a more interpretive approach to society.

Linder (1970:9-22) on his part stated that as neglect of time analysis or the absence of time allocation resulted time the so called leisure problem. In his expression, it can be expressed as the appearance of idleness, culture with a time surplus that is the poorest countries with time affluence cultures and time famine culture of the developed countries .

These two writers emphasize that time is not given right weight and place or analyzed in the social science as significant budget to an organization, rather it is extremely neglected human resource. It can be because of the culture and the like.

Poidevin (2007:162) and Linder (1970:17) indicated that it is to day to do the today's work as though time can be measured using a watch but the clock is not a tyrant. These two scholars obviously make us clear that 'Tomorrow is another day' since the clock doesn't urge us to utilize and manage the day's time properly except that of measuring time. Here the reason behind is that time is a crucial resource to any organization and any individual if and only if managed effectively in general and at educational institution (say a school) and professionals (teachers) level in particular. As education is a key tool for the overall development of all societies, time is the blood vessel of it as time is an essential element for the whole teaching - learning operations of the school found every where of the country too. ✓As clarified in the background about existing problems by MOE (1994) and the result oriented performance and BPR introduced tools has a gap in time management.

The question that comes to the researcher's mind is when he was at the school, the teachers and leaders had never talked and discussed about time budget (resource) like the other basic resources. Even though tasks were to be done by the plan of work, the ways of time management, perception of time and its wasters were not clearly given orientation and training to the staff. Furthermore, despite BPR is stated as needed by

the customer, competition and change, it may not quite clear to be competed and changed by effective time management in order to satisfy and attract customers. The reason is that these days, high competition is done by time, quality and cost. And as a teacher is the important person in facilitating teaching learning process of the school, teachers' time concept and its management should be assessed.

So, here the tasks conducting to the school development or improvement at large and the proper time management of the teachers particularly is not easy because there may be less perception of time management and ineffective strategies of time management that can be hindered the achievement of the descried goal/ objective.

To attain the goals of the study, the following basic questions can be posed:

1. To what degree do teachers conceptualize the mystery of time?
2. To what extent do the teachers consider time as a key resource to schools?
3. To what extent do teachers aware about procrastination with the other time bandits?
4. To what degree do teachers come up with a relevant sort of strategies or techniques for time management?

1.3. Objectives of the Study

1.3.1. General Objective:

It will be attempted to reveal out/ deal with the school teachers' current practices of time and identification of its thieves that lead to the proper management of time consumption.

1.3.2. Specific Objectives

The specific objectives of the study are:

- To examine the school teachers perception towards time
- To investigate the time wasters (thieves) of the schools that whether the teachers are aware about or not
- To study the school teachers' perception on management of time utilization
- To search the techniques or strategies of time management that the teacher' apply

1.4. Significance of the Study

The importance and urgency of the study can be described as follows:

To the best knowledge of the student – researcher, there has been no research (thesis) conducted on this issue in our context. It is, therefore, believed that this will contribute to further literature in the field and may serve as an additional source of reference.

It is also believed that this study will give some ideas to teachers, educational managers (leaders), planners, curriculum designers as how to conceptualize the mystery of time and as how to manage time utilization properly avoiding (minimizing) the top time thieves to the school teachers. In addition, some interested people (may be stakeholder, etc) might use this paper as a stepping stone for further study.

1.5. Delimitation of the Study

The study was conducted in the central zone preparatory schools of Tigrai. To be manageable four preparatory schools (50 %) from the total preparatory schools (eight in number) of the central zone of Tigrai were

selected. So, it was delimited in to four preparatory schools of the four Woredas of central zone of Tigrai.

1.6 Limitations of the Study

There is no any thesis about time and around to time. As a result, the student-researcher faced hardship to produce this very beginning study. The introduction of new modular type masters degree program starting from the very beginning at the Addis Ababa University at large, at the School of Graduate Studies particularly had created time pressure as later was given short period of time for the research work which was unusual and initial program to the university. Besides, as the student researcher was being in class for the two courses and hand -in- hand starting the research work, he found it difficult. Had it not been for these obstacles, more zones, schools and research tools and statistical tools would have been incorporated in the study.

1.7 Definitions of Terms

The meanings of some of the key terms are provided here below as were meant in the study:

- 1. Preparatory School:** On educational organization or institution empowered to teach grade 10+1 and 10+2 students according to the existing educational policy of our country.
- 2. Principal:** is the headmaster of the school that is in a position to lead the school and the school community according to the rule and regulation of the school.
- 3. Procrastination:** to delay or postpone action; putting off work, postponing decisions, and not starting or finishing tasks are all forms of procrastination. And sometimes procrastination can be used instead of time management. It can be defined as a 'thief of times' too.

4. **Time:** Time is a basic resource like the other resources (money, human, etc) in the school and it has unique characteristics because of that it is given equally to every one of the school teachers.
5. **Time Management:** is a mechanism of making or leading time for effective utilization or for the attainment of the goal of the school
6. **Time Thieves:** if time is not effectively used in the school, there will be time thieves. So, time thieves are barriers to the effective utilization or management of time. Time thieves can be called time robbers or time bandits or time wasters
7. **Time Savers:** Time savers are contrary to time wasters that are important to use or save our time for the work of a given organization (school)
8. **Time Management Techniques:** are strategies used for the effective management of time or for successful the consumption to the school\teachers.
9. **Tools for Time Management:** are instrument that helps for effective or good time management of the school teachers.

1.8 Organization of the Study

The study was organized in to five major chapters, chapter one deals with the problem and its approach. Chapter two treats review of related literature. Chapter three and four deal with research design and methodology plus presentation, analysis and interpretation of data respectively. The last chapter also deals with the summary, conclusion and recommendations of the study. So as to have a brief background of the concept of time, time wasters, time savers and time management techniques the following chapter will provide the major ones provided or written by different authorities or writers in the areas of the problem under the study.

CHAPTER TWO

REVIEW RELATED LITERATURE

Related literature has been gathered and reviewed for the study. This reviewed related literature is categorized in some relevant sections. These are concept of time, procrastination with other time wasters, time savers and time management techniques. Their discussion is as follows:

2.1. Concept of Time

2.1.1. Time

Many writers tried to state what the time is and put their definition of time. So, it was reviewed some significant ones for this study.

Time is one of the most mysterious things in our world and none of us can tell precisely what time is. The capacity of measuring time, however, makes our means of life possible (Encyclopedia, 1996:226)

Trautmann and Hugas (1998:168) indicated that time and its divisions are among the issues of our world. They (1998:01) added in using the words of Augustine that "what then is time? If no one asks me, I know. If someone asks me to explain, I can not tell him."

Price (1996) on his part stated that in spite of its familiarity to human beings time remains constantly puzzling.

The above authors and the encyclopedia in a similar way defined the what ness of time. They stated in a general way that though time can be measured using a technological product- watch, however, still it is one of

the mysterious ones of the world. And the implication is it needs proper care and analyzing its puzzling.

At the same track (Neal, 1967:01; Coleman, 1971:133 ; Ralph) indicated that no one exactly knows what the definition of item since time is a secret and abstract. For that matter, they added that even though philosophers, scientists and poets have attempted to describe it, they have found it difficult. And it is probably the most misconceptualized term.

Linder (1970:17) stated to time by the same token in support of the above writers. According to him, time is a word with extreme difficulty to give it meaning since it is at the center of the natural phenomena or social events rather than being with in a choronological order.

Broadly speaking, according to the writers provided and reviewed here, time cannot easily defined and given explanation of its what ness rather they have found it abstract issue as one of the world's phenomena.

Decisive training should be about time than spending time on money, since time is restricted and the chance cost of consuming time to act one thing is that other tasks (things) can not (Donnelly, 2003:87;Lorriman and Kenjo, 1996:132).

On this line, Bachir and Kimmerle (1998:20) stated surprisingly that time is everything for our lives and we are the slaves of time. To use their words "... you are a slave of time and time doesn't have us. For 'life is time' we are the time and time is our being."

Moreover, time as significant man's resource for all tasks of an organization or personal activities are necessarily or essentially needed it all as an input. And human time is a major input apart from the other resources like land (space), energy, water and different forms of man made capital.

So, these writers are indicating that human time is essential and major resource to an organization and personal tasks too. And it is considered sometime that time is more than money according to Ben Franklin. Because of that they are suggesting that we should use time properly for the total operation of our organization in general and our school specifically.

On whatness of time, Melaku (2010:73) stated that time is a key resource to the educational institution.

Several writer indicated that time is at the center of quality and the success of production and work. This is stated that applying Big JIT (Just – In- Time) in Japan, TQM (Total Quality Management) time at the heart of it and quality means survival (Davis & et al., 1999:399; Bank, 2000:31-52; Domingo, 1997:31-32)

At last but not least, some writers have ideas on time too. Professor Cooperman (1966: 01) stated that time emerges to we human being as one of the schedules on which the great arranging machine of man perspective faculty in the adjustment of its material. Besides, Ingersoll and Admas (1992: 95-112) attempted to state time by happy times hard times and disasters. According to Tooley (1997:01) again the idea of time in line of the past and the present can reflect the reality. For the future, however, is not a very natural one. Because of that he indicated that it is open to important objections in both philosophical and scientific ways.

2.1.2. Time Utilization

When we assess schools' or teachers' time utilization can be schools, in this section, Munroe (1967:67) indicated that unless we run and try to catch up the running time, it is impossible to utilize time is an appropriate way. When I use his words "Time and Tide wait for no man and never stand still, but a time watch might if it is not given proper."

With relation to the culture of the societies or peoples of a country some writers have written about people's time utilization. Linder (1971:17) indicated that time utilization is influenced by the cultures of the given country. According to him, he takes the developed countries time consumption is high whereas the poorest countries don't because of their culture with a superfluity of time. What he added is that time abundance culture can have a way of measuring time. However, the clock is not yet a tyrant. Poor time utilization is the result of poor time management and there are sources of improper time management that negatively influence the utilization of time as a big resource of every individual and to any organization. For the matter, Melaku (2010:74-75) stated that source of improper time management that resulted poor time utilization are: 1) repeatedly delays 2) always rushing 3) less productivity 4) frustration 5) being not patient, 6) long lasting vacillation between alternatives and 7) challenges in setting and attaining goals.

According to Stalk and Hout (1990)

Time consumption like cost is quantifiable and therefore manageable. Today's new generation companies recognize time as the fourth dimension of competitiveness and as a result, operate with flexible manufacturing and rapid-response systems, and place extra ordinary emphasis on ... and innovation.

So, according to these authors time consumption needs flexibility and competition in order to use it properly as it is the fourth basic dimensional resource to an organization and even to the personal work.

The problem of time utilization primarily comes from the problem that you can not encounter to yourself in shifting frame of reference along with a preoccupation exclusively with the integration of time. (Jackes, 1964:04)

The very important thing that we can understand here is that utilizing time effectively since time should be analyzed with the contact of ourselves not to outside bodies.

Time is not only considered or give value in light of its watch or clock indication, rather from the users' points-of-view and the place where you are living in. Neal (1967:05) states:

If your clock or watch indicates that it's two o'clock and its correct then it's two o'clock. But at that very same moment it may be one, three, five, eight or ten o'clock in other parts of the world, so two o'clock is the correct time in the zone or area where you are.

According to Abebe (1982:02) stated that in the work area (take an organization time utilization) can be related with the assignment of employees not only at the right place the right person, but also at the right time. This has a principle says 'the right man is in the right place, at the right time with the right assignment.'

Time can be utilized in a proper way having five step program: 1) preparing goals, 2) Jotting down daily tasks, 3) being certain to your tasks which are focused, relevant and result- oriented, 4) prioritizing activities, and 5) revisit your goals whether you are productive or not.

Linder (1971:20) consulting to Michel Quoist stated a poem with a very interesting way and very good lesson on the consumption of time for ourselves and our organization. To use the lines of the poem as they are:

Good- bye, sir excuse me, I haven't time
I'll come back, I can't wait, I haven't time
I must end this letter -- I haven't time
I can't think accept, having no time
I cant' think; I can't read. I'm swamped,
I haven't time
I'd like to pry, but I haven't time
(Michel Quoist)

The above poem teaches us that if we are really engaged at work the whole time and use our time effectively we don't have time to play, to pray, even to read, and so on. So, the lesson is those who utilize their time appropriately don't have sufficient time to share or allotted their time to different things that are not scheduled.

2.1.3. African Time Culture

According Linder (1970:17-22). It is stated that in the time culture, there is a big gap between the poorest countries (African, Latin American) and the rich countries (Japan; USA...). The poorest counties are with a time surplus culture and the rich countries are with time famine culture. So, it is indicated that the two extremes can be exemplified Japan from the rich ones with scarcity of time and any country from the poorest countries with time affluence.

Ball and McCulluch (1990:261-262) on their part stated that the attitudes toward time in the United States, time is significant and a lot of focus is given on it. Where as in the Latin Americans and Middle Easterners (like Egypt) is the opposite. They indicated that Egyptians are examples of the Middle Eastern when I use their words, 'At worst, there is no concept at all of time and space. At best, there is a sort of open-ended concept'. So, these scholars make clear that there is a big problem of time concept on the culture of the Latin Americans and Middle easterners.

Moreover, Wikipedia article African time (2010), stated that there is a self- criticism to the African culture with "polychromic" that mean fundamentally that persons tend to manage more than one thing at a time rather than in a strict sequence. It pointed out about two African writers. As the concept of African time has be come a key topic of self-criticism in modern African, according Ghanaian writer:

One of the main reasons for continuing underdevelopment of our country is our nonchalant attitude to time and the need for punctuality in all aspects of life. The problem of punctuality has become so endemic that lateness to any function is accepted and explained off as 'African time.'

Another African time criticism is :

In October 2007, an Ivorian campaign against African time, backed by president Laurant Gbagbo, received international media attention when an event called "punctuality Night" was held in Abidjan to recognize business people and government workers for regularity being on time. The slogan of the campaign is "African time" is killing Africa - let's fight it" Reuters reported that "organizers hope to heighten awareness of how missed appointments, meetings, or even late business cut productivity in a region where languid tradine's is the norm "It was remarked that this year's winner, legal advisor Narcisse Aka- who received a \$ 60,000 Villa in a recognition of his punctuality-" is so unusually good at being punctual that his colleagues call him 'Mr. White Man's Time'

2.1.4. Peculiar Characteristics of Time

Time is one of the basic human resources. Being one of the key dimensions of an organization, some of the scholar are attempted to distinguish form the other resources by its distinctive or unique characteristics.

Time is exceptional resource and every one of us has equal shares (LeBoeuf, 2001:59). Melaku (2010:73) indicated on his part that time is a resource which is a common element to all of us. In description of time, Virginia tech student's skills stated that we human beings have equal opportunity of time- every one gets the same amount each day. Further more, Ralph (229) indicated some of the peculiarities time as its arbitrary, origin, its scope, its commutation and something of its meaning.

Broadly speaking, Assamenew (2003:8-9) citing to different writers, classified peculiarities of time into three. Let's see them by turn as follows:

2.1.4.1 Time is Unreplaceable Resource

All resources can be replaced by similar and another resources. For instance, if we cut off a tree, we cut plant and replace another one even two plants or trees. In the same way a man who spent hundred birr might replace the same amount or more money by different means. However, time is the only resource that we human beings cannot be substituted once again by any means. So, it is necessary to use time without wasting it, especially in the case of teaching and learning process.

2.1.4.2. Time is an Equally Shared Resource

The occupation of resources differ from person to person, from time to time, and from pace to place. For instance, in the case of resource money, some are millionaires (very rich) and some are coin less. Some are land lords who owned a large amount of land and some are without any plot of land.

Tebereh Wolde Gebriel (1961:112) stated:

Everyone has twenty four hours a day to use in some way or another. Time it she only resource that we all share equally. Everyone has certain demands upon his time there is time given from work time allotted fro eating, time allotted for entertaining and time allotted enjoying oneself.

Markos and Lemma (1993:46) stated that time equally shared for every one of us. Here they added that someone might have more money, energy or anything but no time since time is equally shared for everybody.

2.1.4.3 Time Cannot be Put Aside

Most resources can be put a side for future time or use. For instance, people who have more than enough or surplus money can put a side it for the future use of it in the bank or any where that they think is a safe place and can use it again whenever they want it.

Markos and Lemma (1993:46) stated that time cannot be put aside. Though money, energy and any other material can be put aside and can be used in any other time. But time is not so.

Munroe (1967:167) indicated that time never stands still, but a time watch might if it isn't given proper care. When I use his words "Time and Tide wait for no man"

Linder (1970:2-11) on his part pointed out that unlike the other economic resources, time cannot be accumulated. To use his words "we cannot build up a stock of time as we build up a stock of capital."

2.1.5. Time and Others

Time has close association or integration with some other crucial elements. Trying to examine time with others as the emerging new source of competitive advantage Salk and Hout (1970:89-150) stated that time has a close relationship with customers, innovation, business and money. To brief them:

2.1.5.1. Time and Business

Time is a basic business facilitator variable. When we attend the managers speak about what is significant to the victory of their companies: response time, lead time, uptime, on time. Time may sometimes be a more significant work parameter than money. Actually, as a strategic weapon, time is the equivalent of money, productivity,

quality and even innovation. And today, time is on the challenge of comparative advantage.

2.1.5.2. Time and Customers

We know that customer is a king. Primarily, they want what they want it. Finally, they expect the quality of the goods or services purchased to be perfect sometimes it seems that they are never satisfied.

2.1.5.3. Time and Innovation

Innovation is the basic thing to the long- term validity of all enterprises. Innovation means more than just new product; it means new services and ways of doing business as well as Knife (2001:243) on his part stated that innovation is a development or/and emerging of new views, new means of doing things or new products.

Although the challenge to innovations in originating new ideas, time is at the core of an innovation success. Indeed, there cannot be innovation without new ideas. But innovation means change and change is measured by time. The magnitude of change is measured as innovations per units of time. Time execution is critical to successful innovation and to high rates of change. Thus, these timely execution ideas can be the challenges of the innovation processes.

The book managing educational change: Unit 1-4 under educational innovation stated that so as to understand innovation, we needs to analyze the process over time that is examine the solution before, during and after innovation implementation in terms of the other three dimensions (the change agent, the innovation and the user).

2.1.5.4. Time and Money

Time and money are inextricably linked in business. One of the earliest and best known slogans of commerce is Ben Franklin's "Time is Money!"

Well, if time is money we can pose a question why don't more managers talk and act as if it were? This is an indication that though time is money, not all managers agree to this concept.

Time is method of saving and serving which ranks with the application of power and the division of labor.

2.1. Time Wasters and Their Effects

2.2.1. Introduction

Time wasters are nothing but things that affect negatively our time utilization and management. Rather than investing as budgeted crucial resource to our life and our organization they prohibit or prevent us to organize and use time effectively. Writers of time wasters call again time thieves or time robbers. And sometimes time bandits. Any way, many authors have ideas about the time wasters. They are approached in different categories and quantities of time wasters though the central idea in mostly case is not different.

2.2.2. Varieties of Time Wasters

Melaku (2010:75-77) stated that the top time thieves are:

i) Poor planning, ii) crisis management, iii) procrastination, iv) Interruptions, v) not delegating, vi) unnecessary meeting, vii) the 'shuffling blues' viii) poor physical setup, ix) poor networking, x) bad attitude, and xi) negative people.

They are conceptualized as follows:

i) **Poor Planning:** Not giving the necessary weight or credit to planning results to the source of improper planning. As a result, leaders/managers might not have sufficient time to accomplish the work.

- ii) **Crisis Management:** Because of the shortage or absence of prioritization in case of the tasks importance and urgency lead to crisis management.
- iii) **Procrastination:** Rather than doing tasks at their right time or planned time, a need to push to another next time. It can be due to afraid of failure or success.
- iv) **Interruptions:** They are in wanted time robbers that can be guests, telephone, unplanned meetings, e-mails, less communications and confused authority, and the like.
- v) **Not Delegating:** Managers miscomputed that rather than delegating tasks in a right way they try to do all themselves. And this kill a lot of time
- vi) **Unnecessary Meetings:** Unstudied meetings are unproductive
- vii) **The Shuffling Blues:** Misorganizing or disorganization is another thief of time.
- viii) **Poor Networking:** If things which are frequently required by the manager are not within easy reach, it can be problematic.
- ix) **Poor Physical Setup:** As good networking facilitates good relationships with subordinates and other, if you miss it, it will be wastage.
- x) **Bad Attitude:** Managers are expected to study the problems and give solution. If not, bad attitude obstacles the time management.
- xi) **Negative People:** Managers are get rid of negative people than spending a lot of time to listen them

The top ten time thieves are indicated: 1) Poor time planning 2) prioritizing and focus 3) procrastination as a thief of time, 4) a problem of delegation 5) unplanned and unstructured meetings 6) crisis

management, firefighting 7) technology usage (telephone, e-mail and internet); 8) unable to say 'No', 9) problem of organization and untidiness and 10) not adequate time-off or time for Meselt. (Wandy Hearn: 2010).

LeBoeuf (2001:31-32) on his part categorized the top time wasters in to: 1) Telephone interruptions, 2) Drop-investors, 3) meetings (scheduled and unscheduled),4) crisis, 5) lack of objectives, priorities and deadlines, 6)cluttered desks and personal disorganization 7) Ineffective delegation and Involvement in routine and detail 8) attempting too much at once and estimating time unrealistically 9) lack of or under communication or instruction, 10) inadequate, inaccurate or delayed information, 11) indecision and procrastination, 13) confused responsibility and authority, 14) leaving tasks unfinished, and 15/lack of self-discipline.

Consulting to G.W. Richards and R. Alec Mackenzie, he (2001: 160-170) indicated that among the number of more common time wasters, forty of them are categorized by management functions. Consequently, timewasters are: 1) managerial functions, 2) telephone interruptions, 3) meetings and 4) ineffective delegation

So, here LeBoeuf's top time wasters grouping mechanism is not significantly different to that of Meleku's and Hearn. However, LeBoeuf added more and the ways of presentation may be differently.

According to Randy Pausch, time can be wasted by: 1) Telephone, 2) Interruption 3) Procrastination, 4) Balancing Act 5) Time journal 6) Meeting and 7) Technology.

When we see them one by one:

- 1. Telephone:** Telephone calls can flow from different directions for along period of time and can thieves of our time.
- 2. Interruption:** unexpected interruptions like visitors, telephone, etc. can be considered here.

3. **Procrastination:** Postponing the today's work to the next time computes to future time as tomorrow is another day.
4. **Balancing Act:** balancing act is the procrastinators act
5. **Time Journal:** Timely journal that we read or write on the planned (to other tasks) skills our time.
6. **Meeting:** unplanned and disorganized (unstructured) meeting is boring and time killing
7. **Technology:** Using along period of time for internet browsing, television watching, etc. are thieves of our time.

Bender (2000:51) discussed about time coasters in his book and finally listed the major ones as follows:

- The unbalanced weighing of significance and urgency
- Delays because of stress and very tired
- Delegation problem or extra supervision
- Poor communication
- If written communication is not good
- Meetings
- Less facilitation
- Insufficient problem solving
- Quarrelling
- In appropriate staffing, demodulated/ not motivated staff and
- Failure of expected communication

Atrshaw and Berhanu (2007:28-29) have similar idea on the above.

2.2.3. Procrastination

Procrastination is one of the top time robbers. When we see in most studies, it is unthinkable to indicate time wasters without

procrastination. And sometimes procrastination is considered as another name of time management. So, the researcher wants to deal or treat it separately from the other top time thieves.

2.2.3.1. Definition of Procrastination

Procrastination is a costly and draining problem for all of us (LeBoeuf, 2001:279) procrastination has been considered a self handicapping behavior that leads to wasted time, poor performance, and increased stress (Chu and Choi, 2005:255-264). Wolter (2003:179-187) indicated that academic procrastination includes failing to perform an activity with the desired time frame or postponing until the last time and high level procrastination appear inconsistent with the behaviors typically attributed to self-regulated learners. Perra (2003) on his part stated that procrastinators delay until the day after tomorrow what they know they should have done the day before yesterday.

Moreover, Tiruwork (2004:7-8) citing to Mararo described ten points regarding procrastination and procrastinators:

1. Procrastinators can change their behavior but doing so uses a lot of psychic energy.
2. There are large (big) payments to procrastination. Health is one it causes cold, flue, gastrointestinal problems in addition to stress and depression.
3. There is more than one flavor of procrastination people procrastinate for different reasons.
4. Procrastinators actively find distractions, specifically ones that don't take a lot of commitment on their part. They distract themselves as a way of regulating their emotions such as fear of failure.

5. Procrastinators tell lies to themselves such as, "I feel more like doing this tomorrow" or "I work best under pressure. But, in fact, they do not get the urge the next day or work best under pressure"
6. Procrastination predicts higher levels of consumption of alcohol among the people who drink.
7. Procrastinators are made, not born procrastination is learned in the family milieu, but not directly. It is one response to an authoritarian parenting style. Having a harsh, controlling father keeps children from developing the ability to regulate themselves, from internalizing their own intentions and then from learning to act on them.
8. Procrastination is not a problem of time management or of planning procrastinators is not different in their ability to estimate time, although they are more optimistic than others.
9. It's not trivial, although as a culture, we don't take it seriously as a problem. It represents a profound problem of self-regulation
10. Twenty percent of people identify themselves as chronic procrastination for them, procrastination is a life style although maladaptive one. And it cuts across all domains of their life.

2.2.3.2. Sources of Procrastination

The three causes or means of procrastination are identified as unpleasantness, difficult project and indecision. (LeBoeuf, 2001:280-281). He (2001:305-307) added consulting to Bruce A. Baldwin that yield symptomatic procrastination are the priority of pleasure, over defeated and perplexed and the fantasy of competence

According to counseling service at Buffalo University (2003), the causes of procrastination are poor time management, difficulty in concentrating, fear of failure anxiety, negative beliefs (low self-

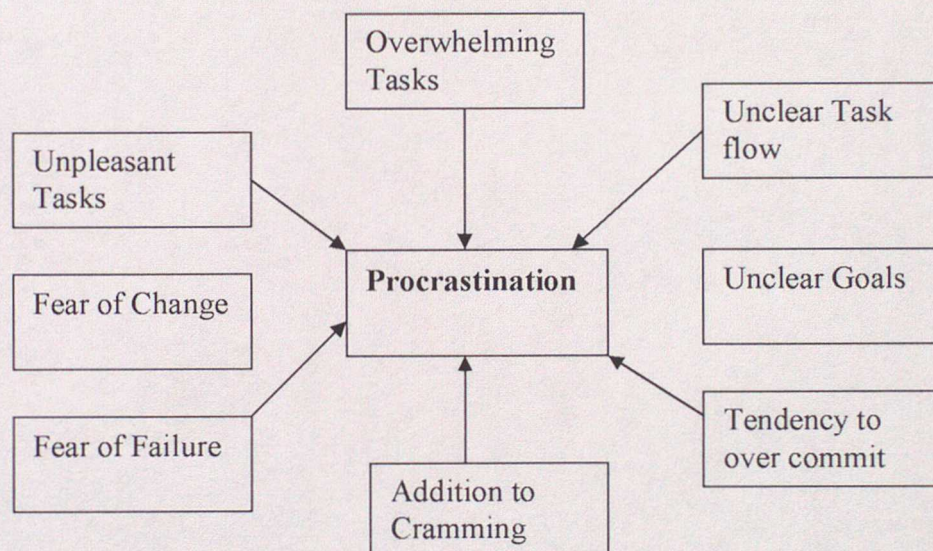
confidence) personal problem (financial and health), unrealistic expectation and perfectionism. It is briefed below:

- **Poor Time Management:** If one may be uncertain of his/ her priorities, goals and objectives s/he may keep putting of his/ her academic assignments for a later, or spending a great deal of time with his/ her friends and social activities or worrying about his/ her upcoming examination and assignments rather than completing them.
- **Difficulty Concentrating:** If the environment is distracting and noisy, it will be difficult for the individual to pay attention and concentration to complete his/ her task on time. Hence s/he may promote frustration and confusion.
- **Fear of Failure and Anxiety:** If one is overwhelmed with the task and become afraid of getting a failing grade, s/he would spend a great deal of time worrying about his/ her upcoming exams, paper and assignments rather than completing the work.
- **Negative Beliefs (Lack of Confidence):** This is such as, "I cannot succeed in anything" may allow one to stop him/herself from getting the work don. On the other hand, many procrastinators are convinced that they work better under pressure, or they will feel better about tackling the work later. (Szalavitz, 2003).
- **Personal Problems:** Like financial and health problems.
- **Unrealistic Expectations and Perfectionism:** This is on over anticipation and need of to be absolute

Likewise, Milgram, Sroloff and Rosenbaum (1988) revealed three factors as causes of procrastination for academic as well as other tasks: Dyphoric affect, overt negativism and perceived incompetence. Dyphoric

affect refers to the negative emotional response associated with doing a particular task. People promptly perform tasks they regard as pleasant and avoid doing unpleasant ones or do reluctantly at the last moment. And covet negativities refers to people do some tasks readily simply because they regard them as impositions. Perceived incompetence refers to feeling of low self- efficacy too people delay doing a given task because they lack confidence in their task competence.

Mancini (2003:42) illustrated or described the eight top specific causes of procrastination in the following figure:



Eight Top Specific Causes of Procrastination (Mancini, 2003)

2.2.3.3. Types of Procrastinators

Different researcher had attempted to classify procrastinator in to various types for instance, Tiruwork (2004:11) cited to Sapaddin and Maguire (1997) identified procrastinators in to six types: 1.The perfectionists who dread doing anything that is less than perfect,

2. The dreamer who has great ideas but hates doing the details, 3. The worrier who doesn't think things are right but fear that changes will make them worse; 4. The defer who resists doing any thing suggested or

expected by someone else, 5. The crisis-maker who manages to find or make a big problem in any project often by starting too late, and 6. The over-door on way that takes to many tasks (Cited in Tuckerladd and mental Health Net 1996-2000). Likewise, Joseph Ferrari as cited in Marano, 2002) identified three basic types of procrastinators: arousal types or thrill seekers, who wait to the last minute for euphoric rush; avoider types who may be avoiding fear of failure or even fear of success, but in either case they are very concerned with others think of them; decisional types, who can not make decision. Tiruwork (2004:12 consulting to Solomon and Rothblum (1948) also classified procrastinators in to two fundamental kinds: the tensed and the relaxed types. The tensed types of procrastinator often feel both an intense pressure to succeed and a fear of failure. While the relaxed type often feels negatively toward his/her work and forgets in by playing (Tucker-Ladd and Mental Health 1996-2000).

Tensed type of procrastinator: This seems similar to avoider type. Fiore (1989) described such a person as feeling overwhelmed by pressure, unrealistic about time, uncertain about goals , dissatisfied with a accomplishments, indecisive, blaming of others or circumstances for his/her failures, lacking in confidence and sometimes perfectionist. Thus the underlying fears for such a person are of failing, lacking ability and being imperfect. As a result, she/he will give over stressed and overworked until she/he escapes the pressure temporarily by trying to relax but any enjoyment gives rise to guilt. According to Burk and Yuem (1948) and Elills and Knaks (1977) the tensed type of procrastinator comes in five forms: a) the fear of successful achievement in school b) needs to be in control, c) Afraid of failing: if one is self critical and feels inferior, she/ he will avoid doing many things, especially competitive activities, d) keeping the help of other s, e) keeping a frightening relationship at a distance.

On the other hand, the relaxed type of procrastinator forgets his/her work by playing or avoiding as much stress as possible by dismissing his/her work or disregarding more challenging task and concentrating on having fun or some other distracting activity. Knous (1997) had described three kinds of common diversions of related type procrastinator (i.e ways of avoiding the tasks that need to be done): action cop- outs, mental excuses, emotional diversions.

1. **Action Cop-outs:** is doing something that is not a priority. For example, watching television, eating, playing, sleeping, or even clearing. Once we are engrossed in the diversion, we block out the anxiety, self-doubts, anger, or boredom associated with the work we are putting off but should be doing

2. **Mental Excuses:** There are three main types of mental excuses

a. When one promised him-or-herself that she/he will be good, she/he can escape work and enjoy guilt-free play.

b. When an individual gives priority to some unimportant activities over the main but unpleasant or scary events.

c. When an individual has a defeatist attitude to the activities she/he over takes any action. For example, "I want an "A" in mathematics but my teacher would never give me".

3. **Emotional Diversions:** Taking drugs, listening to music, reading novels and even getting involved in friendships, love, flirtations, or religion could at times serve to escape from unpleasant but important tasks.

Such a person will not feel much pressure to change unless she/he is confronted with reality by some event such as flunking out of school or by serious thoughts about where his/her life is headed (Tucker-Ladd and Mental health Net (1996-2000).

Generally, both types of procrastinators dislike the chores. They create much of their own misery on the first place by telling themselves some lies. They work on less important obligation rather than fulfilling the more important obligation, or they use their time wastefully in some minor activity or pleasure. In most cases, they keep themselves ready to work but end up avoiding the activity (Yaakub, 2000).

2.2.3.4. Ways of Challenging Procrastination

CSBU, (2003) provides the following suggestions to overcome the problems of procrastination:

- Recognize self-defeating problem such as fear and anxiety, difficulty concentration, poor management, and perfectionism
- Identify your own goals, strengths and weaknesses
- Compare your actions with the values you feel you have
- Discipline or self to use time wisely and to set priorities
- Study in small blocks instead of long time periods
- Reward behavior self after you complete a task
- Motivate yourself to study. Do well on successful, not on failure. Try to study in small group. Break large assignments into small task
- Set realistic goal
- Modify your environment; minimize noise or distraction ensure adequate lighting have necessary equipment at hand. Don't waste time going back and forth to get things.

According to LeBoeuf (2001:279-280), procrastination can be conquered by two things. The first element is habit when I use his words

'procrastination breeds procrastination lots of what we act, the means we approach things, even the mechanism we think is depend on our habit. Consequently, it is surely the case with the procrastination. To challenge it undoubtedly it will need changing some habits. However, it requires analysis which needs change. The second significant element is inertia. Here when I use his words 'from physics we learn that a body at rest tends remain at rest'. For that matter to conquer procrastination you must overcome your inertia.

2.3. Time Savers

2.3.1. Introduction

In contrast to time wasters, writers are dealt with time savers. As we are living in a complex and conflicting world, to solve the extreme of wasting our time, we can minimize or avoid time thieves by practicing tie savers properly.

2.3.2. Varieties of Time Savers

Manchester Metropolitan University indicated that there are time sever tips. These are getting rid of clutter, when you reading, not attempt to back track because 25% of the time elapsed for reading is backtracking. If you do one activity (task) a day that you dislike it, it will help you in challenging any procrastination. Avoid useless notes and utilize technology.

Indicating the way to find sufficient time and warning to remember by the survey of American research institution mangers were asked to answer their biggest time saver on their jobs. And then their response was the single most important factor is "panning" (LeBoeuf, 2001:151)

So, he described to do the following:

- **All in One:** Get or make the book all rounded (multipurpose), to help you best
- **Secrets of Scheduling:** planning is the prime activity before you come to implementation and then you should know anything cannot be done effectively without planning.
- **Plugging Others Leaks:** In order to assist (help) spot time leaks, put (keep) notes in your daybook to indicate you where the time goes when necessary. This means making it a handbook to facilitate easily your tasks without wastage of time.

According to Patsula (2007:19-27), it is recommended 16 strategies so as to save yourself with excess seconds, minutes, and hours each day. There strategies or time savers are:

- 1) Examine with decreasing your sleep time- getting half an hour might provide your extra time needed to conductor accomplish an important project.
- 2) Search significant time during the day time that you can do your best work your time blocks ought to be planned accordingly
- 3) Arrange provider ship objects directly to customers when possible
- 4) Making meetings short and arranging manageable and effective meetings
- 5) Make your desk or rather mind clutter- free of ideas or correspondence avoid paper shuffling and have a look at a notion only once with complete concentration.
- 6) Know the difference between excellence, an achievable goal, and perfection, an unattainable frustration: never beat a dead horse.
- 7) Have proper delegation

- 8) Train to act two things at the same time. This can be while reading a fiction listening to a music
- 9) Adopt to say no. the best strategy to destroy time robbers is being honest with them
- 10) Schedule accessible workspace so that time is not theft in using it
- 11) Schedule accessible work space so that time is not theft in using it
- 12) Narrowing meeting times instead of having a formal kind of meeting prepares in the hall just for small minutes, or else circulates a means.
- 13) Sleep on a problem: Learn so as to utilize subconscious during the time of sleep to assist in solving difficult problems. And listen to tapes too.
- 14) Concentrate on standardized and non perishable goods whenever they are one sale.
- 15) Have friends, colleagues and employees to establish a knowledge network.
- 16) Motivate your colleagues or employees while working at work place or outside in order to work effectively and in a better way.

To get more time, it advisable to utilize five mechanisms of time management that are recognizing which you can not perform it all, prioritizing tasks, able to say "yes" and "No" able to unplug and finally it is better to take your time off,(Ward, 2010)

2.4. Time Management

2.4.1 Definition of Time Management

According to Business Dictionary (2000); time management refers to arrange & skills, tools and techniques used to manage time when specific tasks, projects and goals. This set encompasses a wide scope of

activities, and these in allocating, setting goals, delegation, analysis of time spent, monitoring, organizing, scheduling

Time management has been considered as a subset of different concepts such as:

- Project management
- Attention management and
- Personal knowledge management

Time management is the making of development processes and instruments that add the value of efficiency and productivity (Ward, 2010). It added that personal time management skills include:

- Goal setting
- Planning
- Prioritization
- Decision making
- Delegating and
- Scheduling

According to LeBoeuf (2001), time is a frame of mind as it is a complex thing. He added that it is a tendency of individual commitment and more significantly, a dramatic readjusting of priorities and work habits. Pallister and Isaacs (2006) have similar idea on the definition of time management

2.4.2. An Overview of Time Management in Ethiopian Context

MOE (1994) has stated that in attempt to solve the existing problems of the education system especially the equitable provision of education, promising results have been achieved, however, in terms of bringing quality, the system is still in challenging problems. So, at the heart or center of the quality there is time as a strategic weapon to bring change.

What is more is even if access and equity have shown a remarkable change, the concept of time and its management to have quality education has a problem that should be treated

With regard to our country, the education system adopted and introduced the result-oriented performance management (1998/9) to measure teachers of schools. The teachers performance is, therefore, to be measured against the plan which has four elements time, cost, quality and quantity. This is supposed that to measure teachers' performance against time, cost, quality and quantity rather than person. So, although it is a surprising approach to the performance management, it has a gap of giving detail to the concept of time and its management. It has a gap of giving detail to concept of time and its management.

The training document (module) of Capacity Building Bureau of Regional state of Tigray (2009:18-31) on its part citing to Michael Hamer, Beyond reengineering (____ :97-107) in indicated that BPR is tool of change. It gives response to the three Cs (the customer, competition and change).

These days, the nature of customers, competition and change has created strong environment for the organization and consequently, basic and radical design of the business process and replacing the old process with the new superior one is mandatory to meet the dynamic world. (Abeba, 2010:9) so, here probably BPR is the question of today but the concept of time and its management implied inside not exclusively detailed when we see in the training.

According to Eyayu (2007:34) cited to MOE (1996:2) stated that eleven values to be included in the curriculum:

1. Building democratic
2. rule of law
3. equality
4. justice

5. patriotism
6. Industriousness
7. Responsibility
8. Self- Reliance
9. Saving socio-Economic resources
10. Active community participation
11. Pursuit of wisdom

Moreover, when we see the civics and Ethical Education student text books of grade 9-12 the concept of time has no clear and detailed room for its helpful and effective utilization and management. For instance the grade 9 student text (2009/10:109) under the topic 'industriousness' stated that one of the causes of that makes people remain in this country is lack of time management. And it added that the success of lot developing countries is partly because of proper use of time and resources as partly good time and resources utilization of a lot of developing nations have become successful, however, shortage of time management in our country people remain poor (Civics Grade 10 Textbook, page 109). Civics Grade 11 and 12, page 95-99 and page 94-101 have similar idea.

Lastly, probably important questioned to be posed here is 'is wasting working time a corruption?' Of course, some authorities of various organizations have been heard that wasting time is a corruption. However, Desalegn (2010:10) indicated that recent report of Federal Ethics and Anti- corruption commission in Ethics quarterly publication volume 8 number 1 and 2 (2008) showed that forms of corruption revealed out by the commission were illegal land provision, bribe by judge, telecoms scam, fraud and corruption offence, gold scam in the National Bank of Ethiopia and shad of telecom deal were reported as serious case of corruption so, for time corruption has not given any emphasis

2.4.3. Techniques of Time Management

Time can be managed in a better way following five steps:

1. Jotting down one's seven significant goals
2. you jot down everyday six or seven tasks to be done
3. Be certain that your tasks are daily focused, suitable and result oriented a ones;
4. Revisit your objectives of its productivity starts to go down
(Patsula Media, 2001:4)

Assamnew (2003:16) on his part, citing to Korbart (1980:92) stated that there are seven steps of time management. There are what is to be taken into account in managing time is just considering the time perception, critical examination of time, tasks priority, result- oriented objectives, tie budget as are source, having action plan and being a good monitor of the progress.

The above too writers indicated that time has a management mechanism, but if and only if we practice if following the stated steps. And these steps should also be put into practice in their right order or queue. If you, however, do it in a jumped up way, it is impossible to mange time in a better way or effectively ✓

Towards good time management, there are jobs, mix. Time can be managed effectively by planning, putting into practice follow up and control and interpersonal relation. (Melaku, 2010:77-78)

In a similar way, according to Virginia tech students skills; it is indicated that time can be managed applying the item management methods as scheduling making arrangement for effective implementation, management with controlling and making evaluation.

These two writers make clear that, it is possible to manage time in a good way if we are scheduled, organized, monitor and evaluate the process. Moreover if the implementation timelines is with a flexible position for improvement and progress of time management, surely accomplishment comes.

There are other scholars with their own approaches of time management. ✓
Chapman and Rupured (2008:2-8) indicated that there are ten strategies for better time management: know how you spend your time, setting priorities, using planning tools, getting organized, scheduling time appropriately, delegation, stopping procrastination management of external time wasters, avoiding multi-tasking and staying healthy. These educators have described the strategies as follows:

1. **Know How You Spend Your Time:** First of all you try to list what you will do for a day / a week and identify where you going to spend your more time. Eventually, you are expected to identify your most important to invest your more time.
2. **Set Priorities:** In order to manage time effectively you are expected to have a distinction been the important ones and the urgent ones. According to the experts, the most important works are usually not the most urgent works. Despite the fact that, Covey, Merrill, and Merri (1994) grouped tasks into four quadrants in a form of management matrix: urgent, not urgent, important, and not important. So you priorities in a list and in the mean time you allow to say "no" when you face out of your priorities.
3. **Use a Planning Tool:** Experts of time management advised that planning personal tools are important in improving effectiveness, for instance, electric planners, computer programmes, pocket diaries, will c harts, index cords and notebooks.

4. **Get Organized:** Disorganization leads us to poor time management. For that matter an advice given by the professional organizers is priority to avoid the clutter. The mechanism frequently utilized is to prepare three boxes or corners of a room labeled "keep"- "give Away"- "Toss".
5. **Schedule Your Time Appropriately:** when we are scheduling our time, we don't mean just listing down what we have to do, it is also having time sacrifice. And it is better to block out our time for our high priority tasks and prevent the time from internal and external interruptions.
6. **Delegate:** Get the Help of Others: Delegation is a method of sharing some of the responsibilities to your subordinate with a proper skills, interest, experience and authority required to perform the job.
7. **Stop Procrastinating:** Putting off activities for different reason, may be being unpleasant to the task. So, you analyze the big task into small sections.
8. **Mange External Time Wasters:** Our time may be impacted by outside factors (telephone, unexpected visitors, meetings, mail and Email, and Family obligations) which can be imposed by other persons and things. We can avoid or decrease time elapsed in these tasks by implementing some simple tips.
9. **Avoid Multi-tasking:** Many of us supposed that doing many tasks at the same time considered as productive because we think that it saves time, but the reverse is true. a actually you miss time when you switching from one activity to another, resulting in loss of productivity.
10. **Stay Healthy:** you should plan to relax yourself physically and mentally. This helps you to accomplish your work in a better way and easily. As poor management of time can be bring a fatigue,

moodiness, and more frequent illness, it is better to reward yourself for your success of time management.

Mark (2007) discussed time management techniques for creative people to highlight the techniques:

1. **Why you need to be organized to be creative?** It is significant being regular and orderly in the tasks of your life so that you can be effective and a good manager of time. As you are expected to enjoy yourself every fifteen minutes.
2. **Priorities 'Important but not urgent' work:** here you may have lots of listed tasks but you are required to prioritize and you can consider the following diagram.

	Urgent	not urgent
Important	urgent & Important	important but not urgent
Not important	Urgent but not Important	not urgent & not important

Priorities 'Important but Not Urgent' Work (Mark, 2007)

3. **Ring-fence your most creative time:** After we have prioritized our tasks by significance 'important but not urgent' tasks, we are recommending to maintain applying two essential things one after the other. The first one is 'pick your most, creative time of day'. This is being apart and free from the external interruptions, you shall write first thing in the morning since that is the part of the day you are most concentrated and alert (active) according to the writer. And the second step will be 'ring-fence your attention- get yourself in the right state of mind'. To describe this the writer said that ' the more- intense the original emotion and the more unique the trigger, the stronger the emotional reaction will be'

4. **Avoid the 'Sisyphus effect' of endless to - do lists:** If you don't avoid the 'Sisyphus effect', you face two big challenges or problems. The first one is you are at the mercy of interruption as the interruptions avoid your concentration and the Sisyphus effect? A never-ending to do list is the second one.
5. **Get things done by putting them off till tomorrow:** mark in his excellent because adjust his tasks as do it tomorrow when I use his words 'not tomorrow' as in 'tomorrow never comes', but 'tomorrow' not today or the day after tomorrow, but tomorrow.
6. **Get things off your mind:** In order to get things out of your mind, you are advised to clear out unnecessary mental clutter.
7. **Review your commitments:** At this stage you evaluate the task you have done step by step for advancement
8. **Resources to help you get things done:** Resources have a contribution to the work and if you miss them, they can hinder your creative work. The resources can be by My GTD delicious book mart, books about the creative process, do it tomorrow, getting things done (GTD) Software Blogs, Stationary.

Executive time management is done by managing one's time on telephone usage management, planned meeting, provide delegation, unplanned meetings, interruptions, colleagues sometimes require to see the head of an organization and the skills of reading with writing (LeBoeuf, 2001:144-150)

Time can be managed in a better way using effective time management techniques such as having a frequently revisit, a hand note pad and planners, utilization of electric organization using experience of senior colleagues or staff, keeping in touch and having effective skill of delegation. (Donnelly, 2003:88-89).

According to Larry D. Alexander cited by LeBoeuf (2001:96-97) has shown that for effective time management techniques we have kinds of tasks as illustrated in the diagram below:

cell 1: simple, short-term tasks	cell 3: complex, short-term tasks
cell 2: simple, long- term tasks	cell 4: complex, long- term tasks

Effective Time Management Techniques (LeBoeuf, 2001)

Consulting to Jane, L. et al, LeBoeuf (2001:318-319) again added that time management strategies are identified as: 1) set objectives, 2) Priority tasks, 3) get organized, 4) stop procrastinating, 5) Block out time, 56) Learn to delegate and 7) plan ever day

According to Patsula (2001,:12-19) to organize your time better and get more done each hour, day and week, it is advisable to follow 18 strategies. To see them by turn:

1. Arrange for quiet time, breaks from extended activities, and items to simply do noting: This is a process making proportionality the working and playing time
2. Assess your strengths and weaknesses: there it is recommended to utilize 80% of your time in building your strengths and 20% obtaining further resource and development of skills.
3. Become a Quadrant II Person: At this point the reason is that the activities are the heart the heart of effective personal management. Therefore we can easily understand

The following diagram which is a widely know from of time management groups tasks into four quadrants:

Quadrant 3 Urgent but not important	Quadrant 1 Urgent and important
Quadrant 4 Not urgent & not important	Quadrant 2 Not urgent but important

Four Time Management Quadrants (Patsula, 2001)

4. Act the most creative, most significant and most difficult work doing the most productive part of your day. " Better three hours too soon there a minimize too late" Shakespeare
5. Concentrate on what is important
6. Group appointments for services and repairs. It should be defined for better utilization
7. Keep track of how you spend our time so you don't focus too much is one area
8. make appointment for yourself: this is if you have problem in doing the task
9. Make idle time count
10. Never forget that time is money. " Time is Money," Benjamin Franklin
11. Never underestimate the importance of little choices
12. Organize your time having a planning wall
13. Resolve potential conflicts before they appear
14. Spend your time like gold. Gold is valuable, however, time is more valuable
15. Take benefits of your own internal clock by learning what time of the day you tend to be creative and what time of the day you tend to be analyzed

16. Have a mini-business and sized day timer
17. Have routine only as long as they yield. Once a routine gives out yielding, change it.
18. When you plan your time, examine all available 168 hours.

By and large, many writers agree on the quadrant II time connections in prioritizing our tasks in order to manage our time effectively. For instance, we can take the above exemplified writers such as McGwiness, 2007, Merrill with others, 1990, Le Boeuf, 2001:144-150, Patsula media, 2001:12-19, and Chapman with Reprured, 2008). These authors stated that priority with quadrant II is the decisive tool of time management. Moreover, Milgram,etal(2004:186-8),Covey(1999:265) and Atrsaw and Berhanu(2007:27-28) have similar idea to these techniques of time management.

2.4.4. Tools for Time Management

Time management tools are devices used to mange our time in a better way or effectively. So, we will see the instruments which help to the management of time.

Experts of the time management give a recommendation that to use a planning tool of time management because they are necessary for the improvement of its effectiveness. For that matter, electric planners, computer progrmmes, pocket diaries, will charts, index cards and note books can be good examples of instruments for time management. (Champman and Rupured, 2008:3-4)

According to Abhiject (2009) indicated that there are fifteen Awesome time management tools and apps. There are launchy, quicksilver, hyper words, autohotkey /memokeys, goolecalendar, rescue time, wakes upon stand by, NowDothis, checkvisit, evernote, lastpass, toggl, mid42, sync

back freeware and work rave Mancini (2003:132-133) indicated that there are number of tools that enables us to manage our time effectively from the advanced technologies the exemplified ones are hand held electronic organizers, cell pones, pagers, faxm achines, Voice-mail systems, photocopies, personal computer, and even CCRs and microcave events. Others are clever, non- tech artifacts: sticky note, hanging files, correction fluid, index cards, the ABC system, etc.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter dealt with the research methodology, the sources of data, the population of the study, sampling techniques of the study and data gathering instruments. Besides, the procedure of data gathering and the method of data analysis have been seen briefly discussed below.

3.1. Research Design

The main purpose of this study was to teachers' current practices of time management in central zone preparatory schools of Tigrai.

To serve this purpose, the researcher employed a descriptive survey design. According to Sharma (2000:186), descriptive research method makes objective description of the status of phenomenon at particular time without value judgment and with no effort to describe what underlies to happen that way. It is used to identify facts such as the privilege opinion, knowledge, practice the progress made towards envisioned educational goals and school success without passing judgments. Assessment of current practices (facts) using descriptive research method as Sharma (2000:150) informs, allow the description of the present status of a given phenomenon. Best and Kahn (2007:114-118) on their part have noted the relevance of this method for such purpose. Therefore, descriptive survey was employed in this study the reason for this method is it enables to obtain current information about a problem as a snapshot basis. As a result, it is economical and efficient (Abiy et al., 2009:30). So, this method enabled the researcher to reflect teachers' current practices of time management of the selected preparatory schools to test the basic questions. And it was appropriate to obtain information about teachers' practices on concept of time, Awareness of procrastination with the other time bandits and time

management the factors influencing the budget (resource) of time and techniques of time management.

3.2. Sources of Data

For this study both primary and secondary sources of data have been used. Primary data refer for data gathered either or by under the supervision and instruction of the researcher. Such data are original in character and are generated in large number of surveys. Therefore, primary data are obtained first hand for the particular purposes on which one is currently working (Kinfe, 2007:16). The researcher's primary sources of data, therefore, were teachers, principals and vice principals (using checklist for document analysis).

Secondary data are data which were previously collected for a similar or different purpose are known as secondary data if employed for the purpose at hand that is secondary data refers to that data which are not originated by the researcher himself/herself (Kinfe, 2007:16). So, the researcher used the other references (books, thesis,...) as secondary sources of study.

3.3 Sample and Sampling Techniques

In this section, population, sample frame and sampling technique are provided.

3.3.1 Population and Sample Frame

Tigray is one of the fourteen regions of FDRE which is located in the northern part of our country. It has seven administration zones.

In Tigray, there are 37 governmental preparatory schools. Eight of them are in the central Zone. So, the researcher's population of this study was covered central Zone selected preparatory schools of Tigray. It was selected for the reason that the Zone is the largest Zone in Tigray and the

researcher has a work experience and knowledge of the area. As a result, the expectation in a triggered manner was cooperation.

The zone has twelve Woredas with three town administration and nine rural Woreda administrations. So, the following table shows the population and sample frame of teachers, principals and vice principals.

TABLE I

Respondents by Zone, Woreda, School end Type

Zone	Woreda	Preparatory school	Population								
			Teachers			Vice principals			Principals		
			Male	Fem	Total	Male	Fem	Total	Male	Fem	Tot
Central /Tigrai/	Werie-Leke	Werie	18	6	24	1	-	1	1	-	1
	Axum	Axum	41	6	47	1	-	1	1	-	1
	Town										
	Ahferom	Entcho	26	5	31	-	1	1	1	-	1
	Mereb Leke	Ramma	19	5	24	1	-	1	1	-	1
	Total		104	22	126	3	1	4	4	-	4
Sample		92	22	114	3	1	4	4	-	4	

3.3.2 Sampling Technique

As it is shown in Table I, 114 (90.48 percent) teachers were selected on the basis of the available sampling technique. The reason is that the population of the study is small in number and about 10 percent of the population may not join the study was the assumption. In addition, 4 principals (100 percent) and 4 deputies (100 percent) were selected purposively. The reason that all principals and deputies embedded or included purposively in this study was because they are big figure in the management of school resources in general and time management in particular. And they are information-rich.

Without using different sampling techniques addressing the whole population where the total size is very large would be practical (Best and Kahn 2004:13). For that matter, the researcher was used simple random sampling technique to determine the schools as only eight woredas have preparatory schools. Thus, four Woredas with preparatory schools were selected for the study using simple random sampling. That is listing the names of the woredas with preparatory schools and assigning in to even and odd props to be suitable for lottery type (Best and Kahn, 2007:14). For all central zone preparatory schools (eight in number), four sample preparatory schools were selected based on simple random sampling technique /Lottery type/. As Best and Kahn (2004:19) assert, since the method of sample selection is more important than size, the simple random sampling technique is used to give equal opportunity for choice for subjects of the study. Regarding the subjects study principals and deputies as they are big figures in the school time management and information -rich (100%) were embedded or included in the study purposively whereas teachers were 90.48 percent using available sampling technique.

3.4 Data Gathering Instruments

Depending on the purpose of the study, the researcher was used questionnaire; interview and school document review/ analysis as data gathering instruments.

Questionnaires

The questionnaires were close ended or structured for their ease in tabulation, objectivity and suitability to keep respondent on the subject of discussion. Moreover, properly set close-ended questionnaire are preferred for they provide uniform set of responses easy for analysis and interpretation (Best and Kahn, 2004:230; Cohn and Minor, 1995:94). So, questionnaires were employed to the sampled teacher of the selected

preparatory schools. Further more, open-ended question was set in the questionnaires to provide remained idea\s by the respondents.

Interview

Unstructured interviews were prepared and employed to the principals of the sampled schools. Unstructured interviews had a greater advantage over both interviews and questionnaires as the method allows flexibility for both the interviewee and the interviewer. Any of them can ask for clarification to clear misunderstanding. As Cohn and Manion (1995:51) state unstructured interviews may result in expected relationship of variables or hypothesis. In addition, as an oral questionnaire, it is superior to other data gathering devices and people are usually willing to speak than to write. (Best and Kahn, 2007:323-325) on the same page, they added that in areas person motivation is dealt through actions, feelings and attitudes , the interview instrument can be most effective. Thus, school principals were consulted through unstructured interviews.

Document Review

Moreover, documents in school setting provide unpublished data that can not be found elsewhere (Cohn and Manion, 1995:51). Therefore, as source of data about time concept and its management of teachers, minutes (Matters about time) were reviewed with the consultation of deputy of the school to validate the information gathered by the other sources.

3.5 Data Collection Procedures

The research instruments were designed based on the existing literature. And all the tools were prepared in English as all the subjects of the study were degree holders.

Questionnaire

For validity of the questionnaire, it was checked by expertise's that were believed to have adequate exposure on the research tools setup for the assessment of teachers' time management before using in the main study. Taking the comments and suggestions of expertise's as imputes modification and improvement was made on the questionnaire.

A pilot test was undertaken in Nigiste Saba Preparatory School. Accordingly, 8 teachers were involved. On the basis of the feedback, modifications and improvements on the instruction, items and rating scales was made. Besides, some mechanical corrections had been taken.

Studies on the reliability of the questionnaire indicated that the reliabilities of the three classifications of the questionnaires that is time concept, time utilization and management, and time thieves and techniques of time management using Cronbach's Alpha (in SPSS program) resulted in 0.69, 0.92 and 0.87 respectively.

Before distributing the questionnaires to the respondents, the letter of identification was presented to the school principal. After permission was given discussion was made on how to distribute and collect the questionnaire and conduct interview. An agreement was reached first to give explanation for respondents as to how to complete the questionnaire for investigation or diagnosing teachers' time management practices and rate their attitudes on a five Likert's Scales. This was done similar in all sampled schools.

The questionnaires were collected by the unit leaders to support the researcher. Finally, the data collected was coded and analyzed.

3.6 Method of Data Analysis

Depending on the nature of the data a descriptive statistical tools were used. For this study the statistical tools ware percentage (elaborate and

interpret responses), mean value (to evaluate on average), and the responses of rating scale was structured, organized and framed to suit and analysis. Moreover, it was used standard deviation as a measure of spread or dispersion of scores in a distribution according to Best and Kahn (2007: 351-353) and Yalaw (2007:265) standard deviation indicates the variance or dispersion fall above the mean and below the mean.

They added that researchers used standard deviation to analyze the data gathered meaningfully. As the qualification of the subjects were all degree holders at the same category and the female respondents were small in number and taken all the available ones.

3.7 Ethical Considerations

In this section ethical considerations were taken those were providing the letter (for research area) given by the department to the principal of the school in order to allow in conducting the data collection.

And to help in respondents' selection, the researcher asked the principal politely. Finally, the researcher told the respondents that, the objective of the research was only for academic work and it was anonymous.

Hence, following the collection of the distributed data from four preparatory schools selected tabulation, analysis and interpretation had been made using different descriptive statistical tools. As a result, summary conclusion and recommendations of the study had been made.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter incorporates the characteristics of the respondents, presentation, analysis and interpretation of the data gathered from the respondents

4.1 Characteristics of the Respondents

Respondents for this study were 114 (90.48 percent) teachers, 4 (100 percent) principals and 4 vice principals (100 percent) of four preparatory schools (50 percent) of four woredas of central zone of Tigrai. Among these appropriately filled with in and returned questionnaires were 100 percent from teachers. On top of this four principals were interviewed and four vice principals worked with the researchers prepared check list for document review. As a result, the researcher believed that the responses were found to be sufficient to draw interferences for the study. Finally, out of the total of 114 questionnaires distributed 100 percent was appropriately filled in and returned. Besides, the proposed interviewees were interviewed and the check lists set for document analysis were reviewed with the respondents (deputies).

4.2 Analysis and Interpretation of the Data

The aim of this topic is to analyze and interpret the research data in view of the basic questions established and the concepts and ideas discussed in the review of the related literature.

4.2.1 General Background of Respondents

The general background of respondents can be provided in figure or number. As one section of the presentation, analysis and interpretation

of research data in respondents' sex, age, services and educational status were asked. So, the detailed information of the respondents is given below in table II.

TABLE II
Respondents by Sex, Age, Years of Service and Educational Background

	Item	Teachers		Vice principals		Principals	
		No	%	No	%	No	%
1. Sex	Male	65	57.01	4	100	4	100
	Female	49	42.98	-	-	-	-
	Total	114	100	4	100	4	100
2 Age	Below 26 years	10	8.77	-	-	-	-
	26-30 years	14	12.28	-	-	-	-
	31-35 years	77	67.54	2	50	1	25
	36-40 years	8	7.01	1	25	2	50
	Above 40 years	5	4.39	1	25	1	25
	Total	114	100	4	100	4	100
3. Years of service	5 years & below	8	7.01	-	-	-	-
	6-10 years	14	12.28	-	-	-	-
	11-15 years	85	74.56	1	25	-	-
	16-20 years	5	4.39	2	50	1	25
	21-25 years	2	1.75	-	-	1	25
	Above 25 years	-	-	1	25	2	50
	Total	114	100	4	100	4	100
Education	Masters	-	-	-	-	-	-
	Degree	114	100	4	100	4	100
	12+3	-	-	-	-	-	-
	Diploma & below	-	-	-	-	-	-
	Total	114	100	4	100	4	100

As depicted in table II, 57.01 percent of the teachers, 75 percent of the vice principals and all the principals of the preparatory schools were males. On the other hand, 42.98 percent of the teachers, zero percent of

the vice principals and none of the principals were females. This indicates that despite the efforts made and brings females in to the leadership positions, still their participation is low. However, the responses obtained from the teachers as parishioners and one vice principal as leader of a school can be useful to know females concept of time and its management in their schools.

Item two of Table II shows the age distribution of respondents. Accordingly, the majority of the teacher and vice principal respondents (67.54 percent and 50 percent respectively) range between 31-35 years. Similarly, the majority of the preparatory school principals fall between the age ranges of 36-40 years. This indicates that most of the respondents were early adult hood stages. As a result, through training and workshops these groups would be better responsible members of the school in making understandable to the concept of time and its management.

With Item three of the same table the majority of the teachers and vice principals have 11-15 years and 16-20 years work experience respectively. And the majority of the school principals have above 25 years work experience. Such long years of service would assist them to provide relatively reliable and relevant information which would be invaluable input to the study. On top of this, a good number of respondents fall below and above this range. This enabled the study to gather information from teachers, vice principals and principals of all ranks. In addition, long years of service of principals help them to provide expertise information.

When considering item four of the above table and as the study is on the preparatory schools, all the teachers, vice principals and principals were degree graduates. So, 100 percent of the respondents were degree holders. Hence, this heterogeneity in work experience and responsibilities (positions) of the respondents they had (even though they

had homogeneity in educational status) would enable the study to incorporate diversified views pertaining time concept and its management.

On the other hand, on the open-ended questions, respondents were asked to provide information regarding the concept of time and time management that could express as good experience on practice, top problems to be improved having a sort of strategies to alleviate the problems and extent of teachers' awareness (through training, workshop, discussion). Accordingly, all the principals of the schools had training on the resource management at the university when they had a stay for their degree in educational planning and management area of study.

The teachers and vice principals of the preparatory schools, nonetheless, were degree holders in teaching subject areas. And as a result, except in work experience and personal endeavour, they didn't have a certificate of leadership training or adequate knowledge.

However, the major part of the professionals who have a day-to-day experience with the concept of time and its management – teachers, vice principals and principals had not received any training on effective utilization and management of time like the other basic resources of the school. From this, one can point out that the concept of time and its management is not-existent or at its rudimentary stage and as a result teachers, deputies and principals were not armed with the necessary weapon which is latest information about the contemporary world's time.

Depending on this, the practices of preparatory school teachers in time management is investigated. Hence, Table III on the next page\ presents the perception of respondents towards the practices of teachers in time management. Accordingly, item one discusses on what ness and/ or definition of time.

4.2.2 Misconception of Time

Many people say that 'time is gold', 'time is precious', 'time is life' and so forth. However, though they appreciate time as such theoretically or orally, when we came to the practice we find it different. To the concept of time, many writers and books stated that time remains mysterious and puzzling for that matter no one of us can define exactly its whatness (Encyclopedia: 1996, Trautmann and Hughes:1998, Price: 1996, Nell: 1967 and Coleman 1971).

Therefore, many people of our country have a misconception of time in general and teachers at school in particular. This fact is confirmed by civics and Ethical Education Student Textbooks of grade 9-12 that there is poor time management.

In connection to this, teachers of preparatory schools were asked to rate the items related to the misconception of time using a Likert rating scale as followed: Strongly agree = 5, Agree = 4, I don't know = 3, Disagree and Strongly disagree = 1 in the following constructed table respectively the rating scores were further -computed to mean and standard deviation

TABLE III
Teachers' Misconception of Time on Whatness or/ and Definition
(N=114)

No	Items /statements	x	SD
1	Teachers' Misunderstanding to time as crucial resource	3.64	1.19
2	Time is in equivalent resource to money	3.6	1.17
3	Despite its familiarity time remains puzzling and mysterious	3.14	1.17
4	Teachers' consider time as less essential budget to school	3.37	1.30
5	Teachers have insufficient perception about time	3.07	1.35
6	Teachers' concept of time have no significant difference from year to year	3.20	1.30
7	Teachers don't discuss at school about the concept of time	3.39	1.44
8	No more awareness of time (by training, workshop, panel, etc) is given to teachers	3.45	1.31
9	Teachers don't give the maximum weight to time	3.15	1.28

(4.5-5.00 = Strongly agree, 3.50-4.49 = Agree, 2.5 – 3.49 = I don't know, 1.5 -2.49 = Disagree, 1.00 – 1.49 = Strongly disagree)

As shown in Table III, the three most significant teachers' time concept problems identified by the respondents were: Teachers' misunderstanding to time as a crucial resource (Mean = 3.64, 1st), Time is inequivalent resource to money (mean = 3.6, 2nd) and No more awareness of time (by training, workshop, panel, etc) is given to teachers (mean = 3.45, 3rd) respectively. To the awareness time, decisive training should about time than spending time on money since time is restricted and the chance cost of consuming time to act one thing is that other tasks (things) can not. (Donnelly: 2003, Lorrinan and Konjo: 1996).

The standard deviation 1.19, 1.17 and 1.31 respectively (according to the rank given by mean) made to measure the dispersion of the opinion didn't bring a significant difference. So, the finding indicates that the result is the expected scores of standard deviation.

When we come to the next items: Teachers don't discuss at school about the concept of time (mean = 3.39, 4th), Teachers consider time as less essential budget to school (mean = 3.37, 5th) and Teachers' concept of time have no significant difference from year to year (mean = 3.20, 6th). Therefore, these items according to the respondents' scores are ranked 4th, 5th and 6th respectively indicating the middle place of teachers' misconception of time.

The standard deviation of the 4th, 5th and 6th of the mean shows 1.44, 1.30 and 1.30 respectively. Nonetheless, the result of the standard deviation supports to the result of the mean as it didn't bring a significant difference.

The interview made to principals strengthens this fact the question for interview posed "If you have further ideas?" 80 percent of the principals responded that teachers and themselves frequently in different areas and times, they speak as time is gold and now adays time is life, however, when they see how far they internalized it, the practices tell us easily.

Moreover, in supporting to the result by the mean and standard deviation as statistical tools of this study, the document review confirmed that there is no documented file on training of time awareness given to teachers as well as no more investing of time supported by document as essential budget like the other basic resources

Finally, teachers' concept of time have no significant difference from year to year (mean = 3.20, 7th), Teachers don't give the maximum weight to time (mean = 3.15, 8th) and Teachers have insufficient perception about time (mean = 3.07, 9th) are ranked respectively.

To sum up, from the data in Table III, all of the items specified as problems of time were the teachers' misconceptions of time. For all items by all respondents, the rating scores were greater than the accepted mean (2.5) and dispersion of the standard deviation doesn't have a significant difference to the provided rated mean.

From the statistical result, it is possible to conclude that teachers' misconceptions of time are the weightiest reasons that force the teachers to do the habitual and traditional practices unless corrective measures have been taken.

TABLE IV

**Teachers Misconception of Time (on Its Peculiarity and Association)
(N = 114)**

No	Items /statements	x	SD
1	In adequate concept on unique characteristics of time	3.28	1.49
2	Misconceptualize as every one of us equally shared to time	3.33	1.47
3	Lack of perception on strong relation to other elements	3.47	1.36
4	Less concept on the association of time with customers, Innovation, money and business.	3.43	1.21

[4.5-5.00= Strongly agree, 3.50-4.49=Agree, 2.5-3.49=I don't know, 1.5-2.49=Disagree, 1.00-1.49=Strongly disagree]

The above table contains items which are the extension part of the previous table on teachers' misconceptions of time in general and emphasizes on time peculiarity and its association with other elements in particular.

According to LeBoeuf(2001:59),Assamenew(2003:8-9),Munroe(1967:167), Linder (1970:2-11), Stalk and Hout (1970:39-150) and Melaku (2010:73), time has a distinctive characters as one of the key dimensions to an

organization or individual and has an association with customers, innovation, money and business

As shown in Table IV, the first two most misconceptions of time for teachers, specifically on the unique characteristics and the association with other resources are ranked: Lack of perception on strong relation to other elements (mean = 3.47, 1st) and Less concept on the association of time with customers, innovation, money and business (mean = 3.43, 2nd) respectively. And the next two are: Misconceptualize as every one of us unequally shared to time (mean = 3.33) and Inadequate concept on unique characteristics of time (mean = 3.28.2nd) are ranked 3rd and 4th respectively.

In general Table IV disclosed that all the items under misconceptions of time were rated high as problems for teachers since for all items of the rating scores were greater than the accepted mean (2.5). Moreover, to see whether there was statistical difference, the measures were computed by the standard deviation and didn't bring a significant difference as the scores of standard deviation were 1.36, 1.21, 1.47 and 1.49 respectively according to the ranks of mean.

4.2.3 Problems of Time Utilization & Management

There is a big problem of time utilization and management in the poor countries. Linder (1970), Ball and McCulloch (1990), Wikipedia (2010), Civics and Ethical Education Student Textbook of Grade 9-12 (2010) confirm this fact. Therefore, the respondents' opinion rated on the issues of time utilization and management are analyzed in the following table.

TABLE V
Time Utilization and Management Problem
(N = 114)

No	Items /statements	x	SD
1	Teachers have no deep perception of time utilization and management	3.05	1.20
2	Teachers have lack of better practices of time utilization and management	3.45✓	1.33
3	Teachers have affluent time for work rather than scarcity of time.	3.48✓	1.27
4	School's culture of time management is not satisfactory	3.11	1.23
5	School's culture of time management is not considerable	3.0	1.5
6	Teachers utilize their time (in action research, innovation, etc.) unsatisfactorily	4.25✓	0.93
7	Time is a unmanageable budget so that teachers manage it ineffectively	3.35	1.24
8	Wasting time is similar to corruption of other resources at school	2.82	1.52
9	Many of us, we say we have time, we will do it tomorrow	3.34	12.1

[4.5-5.00= Strongly agree, 3.50-4.49=Agree, 2.5-3.49=I don't know, 1.5-2.49=Disagree, 1.00-1.49=Strongly disagree]

Table V depicts that Teachers utilize their time (in action research, innovation, etc) unsatisfactorily (mean = 4.25, 1st), Teachers have affluent time for work rather scarcity of time (mean = 3.48, 2nd) and Teachers have lack of good practices of time utilization and management (mean = 3.45, 3rd) are the first three most problematic issues of teachers' time utilization and management.

As shown in Table V, Time is unmanageable budget so that teachers manage it ineffectively (mean = 3.35, 4th), Many of us, we say we have time, we will do it tomorrow (mean = 3.34, 5th) and School's culture of

time management is not satisfactory (mean; 3.11, 6th) respectively. These issues are ranked in the middle position of rating opinion according to the responses of the respondents.

Table V illustrates some issues ranked at last but not least. These are: Teachers have no deep perception of time utilization and management (mean = 3.05, 7th), School's culture of time management is not considerable (mean = 3.0, 8th) and Wasting time is similar to corruption of other resources at school (mean = 2.82, 9th) respectively.

Generally, Table V shows that all items under problems of time utilization and management were rated high problems for teachers because for all items the rating scores were greater than the accepted mean (2.5).

To see whether there was a significant difference a standard deviation was used. According to the ranked order of the mean, the standard deviation is scored 0.93, 1.27, 1.33, 1.24, 1.21, 1.23, 1.20, 1.5 and 1.52 respectively. Hence, this indicates that there is no significant difference.

The interview made to the principals strengthens this fact. The question for interview posed "What aspect/s of your school's good experience of time management do you have? The principals responded that:

- Punctuality of work time
- Traditional time management just by the rule tutorial for students and special help for female students
- There are some resistance to consume more time in helping students
- Working by BPR, but it is still in traditional management system.
- Generally, there is misconception of teachers and principals on time management.

The responses of the respondents in both questionnaires and interviews imply that there is no gap or significant difference in practices of teachers on time management.

In light of this, the literature reviewed supports the issues of time utilization and management. According to Linder (1970) Ball McCulloch(1990) and Wikipedia(2010) African countries are with a time surplus culture where as the developed ones are with time famine culture.

4.2.4 Time Thieves in Teachers Time Management

Time thieves are bandits that kill our time and make us unable to manage our time effectively. Hence, teachers face time wasters that couldn't distinguish the top time wasters and come up with time savers to minimize or avoid the time wasters. In line to this issue, teachers were asked to rate their opinion to items related to time thieves. A rating score was used as Strongly agree =5, Agree = 4 I don't know = 3, Disagree = 2 and Strongly disagree = 1 and the results were summarized in Table VI.

TABLE VI
Time Thieves in Teachers' Time Management
(N = 114)

No	Items /statements	x	SD
1	There are time thieves or wasters in our school	3.93	1.14
2	Teachers' top time wasters are not identified	4.15	0.96
3	Teachers' identification of time wasters is not beyond work time punctuality	4.27	1.16
4	Teachers have a lot of time thieves	3.38	1.12
5	Top time wasters can be lack of clear objectives, problem of setting priority in planning, indecision making and procrastination, lack of self-discipline, confused responsibility and authority, technology (mobile, telephone, computer, etc), un expected things (visitors, meetings, etc.), delegation problem,....	4.21	0.99

[4.5-5.00= Strongly agree, 3.50-4.49=Agree, 2.5-3.49=I don't know, 1.5-2.49=Disagree, 1.00-1.49=Strongly disagree]

As shown in Table VI, the first three significant problems for teachers' time management are: Teachers' identification of time wasters is not beyond work time punctuality (mean = 4.27, 1st), Top time wasters can be lack of clear objectives, problems of setting priority in planning, indecision making and procrastination, lack of self-discipline, confused responsibility, technology (mobile, telephone, computer, etc), unexpected things (visitors, meetings, etc) and delegation problems (mean = 4.21, 2nd) and then Teachers' top time wasters are not identified (mean = 4.15, 3rd) respectively.

The investigation of Table VI indicates that teachers rated: There are time wasters in our school (mean =3.93, 4th) and for that matter teachers have a lot of time thieves (mean = 3.38, 5th) respectively

Therefore, it is possible to conclude that table VI illustrates that all the items in light of time thieves in teachers' time management were rated high as problems for teachers' time management since for all items the rating scores were greater than the accepted mean (2.5). In addition, to see whether there was statistical difference, the mean scores were computed by the standard deviation. Thus, the standard deviation didn't bring a significant difference rather than confirming the issues as problems.

The interview made to the principals and the document review which is reviewed using checklist on their part strengthen the argument of the respondents on the scope of time thieves provided in this table.

For more clarification, the ideas of some writers that significantly agree to the respondents' opinion on the posed issues are provided. They consider top time wasters to the following:

- Lack of clear objectives
- Problem of setting priority in planning
- Indecision making and procrastination
- Lack of self confidence
- Confused responsibility
- Technology (like, mobile, computer, telephone, etc)
- Unexpected things (visitors, meetings, etc)
- Delegation problems

(LeBoeuf: 2001, Bender: 2005, Atrsaw and Berhanu: 2007, Wandy Hearn :2010, Melaku: 2010, Perra: 2003)

4.2.5 Teachers' Techniques Of Time Management problems

As discussed in 4.2.4., teachers face a lot of time wasters that obstacle to their time management. So, what are the strategies of time management they use? And what problems face? are discussed in this section. In line to this teachers were asked to rate their opinion to items related to techniques of time management. A rating score was used as Strongly agree = 5, Agree = 4, I don't know =3, Disagree =2 and Strongly disagree =1 and the results were Summarized in Table VII.

TABLE VII
Teachers' Techniques Of Time Management problems
(N=114)

No	Items /statements	x	SD
1	Lack of distinguishing the better strategies of time management	3.48	1.27
2	Time management techniques are inadequate to be effective in managing time as basic resource	4.25	0.93
3	Effective strategies of time management can be awareness of time, set priorities using planning tools, get organized, scheduled your time appropriately, delegate, stop procrastination, manage extended time wasters, avoid multi-tasking and stay healthy.	3.6	1.17

[4.5-5.00= Strongly agree, 3.50-4.49=Agree, 2.5-3.49=I don't know, 1.5-2.49=Disagree, 1.00-1.49=Strongly disagree]

Table VII is the last table of this study that is tabulated issues about strategies or techniques of time management. The items of this table are

ranked as: Time management techniques are inadequate to be effective in managing time as basic resource (mean = 4.25, 1st), Effective strategies of time management can be awareness of time, set priorities using planning tools, get organized, scheduled your time appropriately, delegate, stop procrastination, manage extended time wasters, avoid multi- tasking and stay healthy (mean = 3.6, 2nd) and Lack of distinguishing better strategies of time management (mean = 3.48, 3rd) respectively.

Hence, it is possible to conclude that Table VII shows that all the items in light of the problems of time management techniques were rated as high problems for the teachers' time since for all items the rating scores were greater than the accepted mean (2.5). Besides, the standard deviation didn't have a significant difference on the issues of teachers' techniques of time management problems.

CHAPTER FIVE

Summary, Conclusions and Recommendations

This chapter comprises the summary of the major findings of study, conclusions drawn from the major findings and eventually recommendations of the study.

5.1 Summary

The main aim of this study was to look into the teachers' current practices of time management in central zone preparatory schools of Tigrai. And it is to identify the major obstacles and come up with the major strategies techniques that should be applied to minimize them in the preparatory schools of Tigrai. In order to achieve the purpose of this study, basic questions were raised addressing the areas such as the extent of conceptualization of teachers to the mystery of time, consideration of time as a basic resource to the school, awareness of procrastination and other time wasters and finally the capability to come up with a relevant sort of strategies for time management.

The research design utilized in this study was descriptive survey method. The study was conducted using questionnaires, interviews and document analysis as data gathering instruments. The subjects of this study were teachers, vice principals and principals. They were chosen using sampling procedures such as a simple random sampling, availability sampling and purposive sampling technique.

The study was carried out in four preparatory schools from the selected four woredas. From the sampled schools, 114(90.48 percent) respondents were expected to fill in the questionnaire from the same groups of respondents (teachers). Out of the total number of questionnaires dispatched, 100% teachers had correctly filled in and returned the questionnaire.

In addition, from the expected four principals at the school level, all of them had interviewed by the student researcher.

The data obtained from different sources were analyzed using statistical tools such as percentages, mean and standard deviation. Based on the results of the analysis made, the following major findings were obtained and summarized as follows.

1. Among the respondents, none of the principals and 25 percent of the vice principals were females and even their figure in the school leadership was very minimal. Hence, their participation in the creation of awareness on the concept of time and time management was very less.
2. As the response from the open ended question items and interviews made indicated that all the teachers have not received any training (along- term or short-term training) on the concept of time and time management. Even the principals and vice principals have not got any training on that except the principals highlighted as resource in the resource management course at university level some years before.
3. The analysis of the conception of teachers in central zone preparatory schools of Tigray on the what ness or/ and definition of time shows that on the theoretical aspect the respondents agreed to the misconception of the issue as time is crucial resource which is unequivocal important to money. However, the mysterious nature of time and considering time as essential budget to the school in the practical area is totally different to the theoretical aspect (saying: Time is gold, etc.). Moreover, the analysis revealed that teachers have insufficient perception on the concept of time and no more awareness of time using different mechanisms (eg. Training) is given to the teachers. For that

matter, the analysis indicated no appropriate weight is given to time.

4. The analysis of the study shows that majority of the respondent's argued to the misconception of the issue that time has peculiarity nature and its association with customers, innovation, money and business. And they disagreed to time is equally shared resource to every one of us.
5. The analysis on time utilization and management of the study indicates that majority of the teachers have inadequate perception of it and they had no good practice on it. The analysis also revealed that the school's culture of time utilization and management is not satisfactory. The analysis shows that one of the school's culture as to time utilization and management is procrastinating (we have time and we will do it tomorrow). So, the argument in both questionnaires and interviews implies, there is a gap on the practices of teachers in time utilization and management.
6. The analysis also shows that majority of the respondents have time wasters that hinders to their time management as a basic resource of work. And majority of the respondents argued on agreement to the posed issue as top time wasters:
 - Lack of clear objectives
 - Problem of setting priority in planning
 - Indecision making and procrastination
 - Lack of self- discipline
 - Confused responsibility
 - Technology (mobile, computer, telephone, etc)
 - Unexpected things (visitors, meetings, etc)

➤ Delegation problems

7. Finally, the analysis of the study revealed that majority of the respondents strongly agreed and agreed to the raised issue on effective strategies of time management as:

- Awareness of time
- Set priorities using planning tools
- Get organized
- Schedule your time appropriately
- Delegate
- Stop procrastination
- Manage extended time wasters
- Avoid multi-tasking and
- Stay healthy

5.2 Conclusions

In light of the findings of the study, the following conclusions were drawn:

1. According to the result of this study, it can be concluded that the teachers' concept of time and the culture of utilization and management were insufficient to be successful in this contemporary world. This indicates that time is a familiar thing to teachers. However, it is not beyond of it awareness of which means it is not functional in the practical area for effective result.
2. In addition to the above generalized idea, the finding investigated that teachers did not get any training on the concept of time utilization and management either by their effort or by their

leaders (vice principals and principals or any other concerning body as woreda education offices, education bureau and so forth).

3. As the result of the findings indicated, it is generalized that teachers encountered a number of time wasters that are problems of the proper time utilization and management. The top ones are stated as lack of objectives, problems of setting priority in planning, indecision and procrastination, lack of self- discipline, confused responsibility, technology, unexpected things and delegation problems.
4. The major findings of this study shown that as the teachers did not examine the time wasters to their successful time management, they did not come up with relevant and better strategies of time management to alleviate these problems beyond carrying out the habitual or /and traditional mechanisms(as punctuality of work time or hours).
5. Moreover, the analysis of the study revealed that the majority of teachers strongly agreed to the raised issue listing down effective strategies of time management. Awareness of time, set priorities using planning tools, get organized, scheduled your time appropriately, delegate, stop procrastination, manage extended time wasters, avoid multi-tasking and stay healthy are the major ones.

5.3 Recommendations

On the basis of the findings and conclusions made, the following recommendations were forwarded.

1. The question of scarcity of resources is highly pronounced all over the world. Our country, in this regard feels of course a pinch of poverty more than any other. However, the scarcity of time is

limited to the rich countries whereas the poor ones with affluence of time culture. As the findings indicated, the culture of time utilization and management is not effective enough in the teachers' time for themselves and their schools' work. Moreover, as the findings of this study revealed, the misconceptions of the mystery of time were found to be major problems to the awareness of teachers of the preparatory schools of Tigray in time utilization and management. Hence, vice principals and principals in particular and woreda education offices in collaboration with education bureau and concerning NGOs in general are expected or advisable to be studied the context and to give high credit and alleviate the problems at woreda and school levels.

2. The findings of this study also shown that the absence of training on the concept of time and time management can be another big obstacle. And as time is crucial resource/ budget to the schools and teachers like the training on the other resources having its own agenda, it is recommended to have opportunity of adequate and exhaustive training for successful management of time by education bureau (experts in the area) in collaboration with woreda education offices and concerning NGOs at regional level (for tutors) and woreda level for all teachers..
3. Despite the fact that the policy of our country concern performance management (result-oriented measurement of teachers' performance), the curriculum reflected in the civics and ethical education student text books of grade 9-12 and BPR as a tool of management for change needed by the three Cs (consumer, competition and change) are given room to the concept of time. However, it doesn't show the detail and remarkable change like the access and equity of education rather it is still within a challenging problems. So, it is suggested to work beyond that. For

instance, it can be given a detailed room for the concept of time and its management in the civics and Ethical education student textbooks. Therefore, curriculum developers are expected to give necessary place in the textbooks and policy makers are advisable to give emphasis too.

4. As the findings of this study disclosed, teachers have encountered with a number of time bandits. However, they didn't examine the time wasters and come up with better time management strategies to solve the problem.

Thus, it is suggested that the effective techniques of time management from the top time wasters (revealed in this study) can be:

- Awareness of time
- Set priorities using planning tools
- Get organized
- Scheduled your time appropriately
- Delegate
- Stop procrastination
- Manage extended time wasters
- Avoid multi-tasking and
- Stay healthy

5. Since there is no more studied on the teachers' practices of time management in preparatory schools of Tigrai and this is a beginning but not an end in the area as limited in its scope, further study ought to be implemented to alleviate the problems of time concept and its management by the teachers of preparatory schools.

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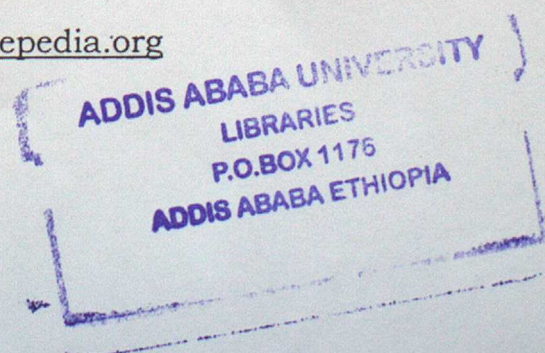
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APPENDIX A

Addis Ababa University

School of graduate studies

College of Education and Behavioral Studies

Department of Educational Planning and Management

Questionnaire to be filled by Teachers

Dear Respondent,

This questionnaire is designed to gather data about the teachers' current practices of time management in central zone selected preparatory schools of Tigray. Your cooperation in providing the necessary information is highly appreciated. As this is only for academic research purpose, your response will be kept confidential and anonymous.

Sincerely,

Part I: Background Information

Direction I: please mark "√" against your choices and fill the blank when appropriate

1. School _____
2. Sex: female Male
3. Age: > 26 years 26-30 years 31-35 years
36-40 years above 40 years
4. Educational status: BA/BSC MA/MSc
5. Years of service: >6 years 6-10 years 1 1-15 years
16-20 years 21-25 years above 25 years

Part II: Rating Items

Direction II: The following items/ statements are related to the issues of time concept, peculiarity and its association with others (probably at school). Please rate each item by circling 1 for strong disagree (SD), 2 for disagree (DA), 3 for don't know (DK), 4 for Agree (AG), 5 for strong Agree (SA)

I Teachers' Misconception of Time (on What ness/ Definition with others						
No	Statements	Rating Scale				
		SD	DA	DK	AG	SA
1	Teachers' misunderstanding to time as crucial resource	1	2	3	4	5
2	Time is in equivalent resource to money	1	2	3	4	5
4	Despite its familiarity, time doesn't remains puzzling	1	2	3	4	5
5	Time has in a unique characteristics	1	2	3	4	5
6	Teachers' concept of time have no significant difference from year to year	1	2	3	4	5
7	Teachers don't discuss at school level about the concept of time	1	2	3	4	5
8	No more awareness of time (by training, workshop, panel, etc) is given to teachers	1	2	3	4	5
9	Teachers don't give the maximum weight of time	1	2	3	4	5

II. Teachers' Misconception of Time (on its Peculiarity and Association)						
	Statements	Rating Scale				
		SD	DA	DK	AG	SA
1	Inadequate concept on unique characteristics of time	1	2	3	4	5
2	Misconceptualize as everyone us unequally shored to time	1	2	3	4	5
3	Lack of perception on the strung relation of time to other elements	1	2	3	4	5
4	Less conception on the association of time with customers, innovation, money and baseness					

III Time Utilization and Management Problems						
No	Statements	Rating Scale				
		SD	DA	DK	AG	SA
1	Teachers have no deep perception of time utilization and management	1	2	3	4	5
2	Teachers have lack of good practices of time utilization and management	1	2	3	4	5
3	Teachers have affluent time for work rather then scarcity of time	1	2	3	4	5
4	School's culture of time management is not satisfactory	1	2	3	4	5

5	School's culture of time management is not considerable	1	2	3	4	5
6	Teachers utilize their time (in action research, innovation, etc) un to the maximum extent	1	2	3	4	5
7	Time is un manageable budget so that a school manage it in effectively	1	2	3	4	5
8	Wasting time is similar is corruption of other resources at school	1	2	3	4	5
9	Many of us we say we have time, we will do it tomorrow	1	2	3	4	5

IV Time Thieves and Techniques of Time Management

No	Statements	Rating Scale				
		SD	DA	DK	AG	SA
1	There are time thieves /wasters in our school	1	2	3	4	5
2	Teachers' top time wasters are not identified	1	2	3	4	5
3	Teachers' identification of time wasters' is not beyond work time punctuality	1	2	3	4	5
4	Teachers have a lot of time theirs	1	2	3	4	5
5	Top time wasters can be lack of clear objectives, problem of setting priority in planning, in decision and procrastination, lack of self-discipline, confused responsibility and authority, technology (mobile, telephone, computer, etc.), un expected things (visitors, meeting, etc.), delegation problem	1	2	3	4	5

V Time Thieves and Techniques of Time Management

No	Statements	Rating Scale				
		SD	DA	DK	AG	SA
1	Teachers have enough strategies of time management	1	2	3	4	5
2	Time management strategies are not significant for teachers	1	2	3	4	5
3	Effective strategies of time management can be awareness of time, set priorities use a planning tool, get organized, schedule your time appropriately, delegate, stop procrastination, manage external time wasters, avoid multi-tasking and stay healthy	1	2	3	4	5

If you have further ideas, please write here.

APPENDIX B

Addis Ababa University

School of Graduate Studies

College of Education and Behavioral Studies

Department of Educational Planning and Management

Interview Guides to be Conducted with Principals as the Selected Preparatory Schools

1. Do you think teachers are well aware about time and time management?
2. To what extent do teachers know time as a unique resource to a school?
3. Do teachers face some wasters? If yes, can you tell me the top ones?
4. Do you think teachers have strategies/ techniques of time management? If yes, what are the better ones?
5. Do you have any training practice (work shops, panel discussion, etc.) on time and its management?
6. To what extent do you think teachers practice procrastination for their work?
7. If you have further idea/s.

APPENDIX C
Addis Ababa University
School of Graduate Studies
Department of Educational Planning and
Management

Checklist to be conducted with vice principals of the selected schools

Items (questions)	Yes	No
Do teachers invest their time on innovation to the school development in a planned way?		
Do teachers have time for curriculum development, research action, and co-curricular activities?		
Do teachers have scheduled tutorial classes to help students?		
Do teachers have scheduled Time per week for helping female students?		
Do teachers have defined mechanisms of prioritizing tasks?		
Do teachers delegate tasks to their students? (can be in setting class regulation, helping one another, etc)	✓	
Do teachers communicate effectively with their students and have clear schedule of decision making?		
Do teachers have training /workshop/ panels ... to improve about time concept and time management mechanisms and documents?		
Do teachers have schedule plans (daily, weekly, monthly,...) for the tasks of school, students, home and recreation?	✓	
Are teachers committed to spend their time to the school and their student's improvement?		
Do you think that teachers have things to be improved in the concept of time and time management?		

APPENDIX D
Reliability Test
Calculated Cronbach's Alpha

Scale: ALL VARIABLES

Time Concept

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
31.88	58.583	7.654	13

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
tcp1	29.77	55.264	.051	.355	.722
tcp2	29.78	52.496	.256	.296	.689
tcp3	29.03	48.774	.537	.473	.653
tcp4	29.18	47.930	.577	.470	.647
tcp5	30.13	63.091	-.308	.319	.756
tcp6	29.43	50.712	.351	.259	.676
tcp7	29.42	55.175	.086	.351	.712
tcp8	29.80	51.216	.256	.356	.690
tcp9	29.58	56.586	.031	.167	.716
tcp10	29.25	44.858	.675	.568	.626
tcp11	29.12	46.140	.666	.583	.632
tcp12	28.97	46.557	.646	.610	.636
tcp13	29.15	46.498	.630	.549	.637

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.697	.709	13

APPENDIX E

Reliability

Scale: ALL VARIABLES

Time Thieves and Techniques of Management

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
35.18	46.369	6.809	9

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
tum1	31.04	38.595	.639	.551	.893
tum2	31.04	38.115	.648	.520	.893
tum3	31.25	36.485	.686	.486	.890
tum4	31.30	35.235	.775	.608	.883
tum5	31.55	35.800	.640	.481	.895
tum6	31.55	36.513	.661	.510	.892
tum7	31.19	37.273	.704	.518	.889
tum8	31.23	38.024	.682	.495	.891
tum9	31.32	37.740	.638	.438	.893

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.902	.904	9

APPENDIX F

Reliability

Scale: ALL VARIABLES

Time Thieves and Techniques of Management

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
31.88	34.289	5.856	8

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
ttt1	28.07	27.274	.574	.380	.862
ttt2	28.10	25.005	.722	.650	.846
ttt3	27.96	25.030	.766	.655	.841
ttt4	27.92	26.459	.604	.403	.860
ttt5	27.77	28.799	.488	.383	.870
ttt6	27.87	27.742	.529	.375	.867
ttt7	27.77	26.411	.711	.542	.848
ttt8	27.73	27.129	.638	.469	.856

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.872	.871	8

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ካብ ዘምህርም ተምሃሮ እቶም	55%	50% - 75%
	30%	76% - 85%
	15%	86% - 100%

ስም መምህር _____

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APPENDIX- H

Nigeste Saba preparatory school Adua

Class observation

Teacher's name _____

Department _____

Subject taught _____

Topic of the lesson _____

Objectives of the evaluation: _____

No	Qualities for evaluation	Points scored					Remark
		1	2	3	4	5	
1	Communicate objectives of the lesson effectively and their achievement						
2	Ability of introducing the lesson(related the lesson with previous lessons)						
3	Eye contact(looking at the class directly)						
4	Check board usage(lay out, hand writing, neatness, etc)						
5	Use of appropriate teaching aids						
6	Use of appropriate local examples						
7	Student participation						
8	Knowledge of the subject matter						
9	Facial expression						
10	Overall presentation of the lesson(well organized, use of varied activities, motivating learners)						
11	Class room management(proper treatment for individual differences and class controlling mechanism)						
12	Ability of checking student understanding(asking oral questions, giving class work, home work, etc)						
13	Proper selection of teaching methods(variety of methods use, encourage active learning)						
14	Voice projection						
15	Use of appropriate language						
16	Ability to respond to questions						
17	Time management						

Evaluator's name _____

Score _____

Signature _____

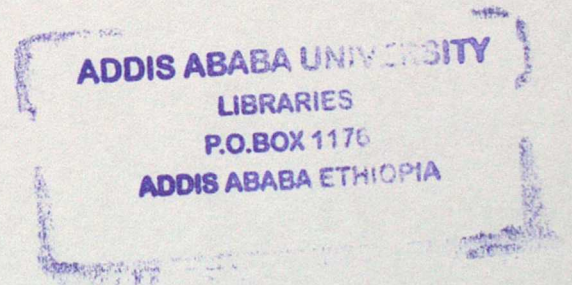
Date _____

APPENDIX I

Motto of Werie Preparatory School

- Patriotism
- Tolerance and Democratic Culture
- Public Service
- Anti corruption
- Patience
- Creativity and Innovation
- Initiative
- Hardworking
- Timelines

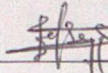
This is copied by the student researcher from the above mentioned preparatory school office.



DECLARATION

I here by declare that this thesis is my original work and has not been presented for a degree in any other university, and that all sources of material used for the thesis have been duly acknowledged.

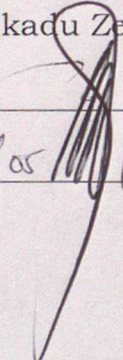
Name: Zemichael Tsegai

Signature: 

Date: 06/05/2011

This thesis has been submitted for examination with my approval as university advisor.

Name: Befekadu Zeleke (Assistant Professor)

Signature: 

Date: 06/05/2011