ADDIS ABABA UNIVERSITY COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT
(EdPM)

TIME MANAGEMENT PROBLEMS OF GOVERNMENT SECONDARY AND PREPARATORY SCHOOLS' TEACHERS IN KOLFE KERANYO SUB-CITY OF ADDIS ABABA CITY ADMINISTRATION.

By

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December, 2016
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Abstract

The purpose of this study was to investigate the problems related to time management problems of secondary and preparatory school teachers in kolfekeranyo sub-city of Addis Ababa city Administration. For the study the secondary and preparatory schools were selected using purposive sampling technique, while the respondents were selected through simple random sampling. Data were collected using closed and open ended questionnaires and semi-structured interviews. The participants of the study were selected by using purposive sampling techniques based on their ability to help the researcher understand the problem and research questions. From the selected sample schools, 12 school principals, 151 teachers including department heads, 42 administrative workers and 40 teachers associations members found in the sub city were selected as a sample size by using simple random sampling technique. primary sources of data were used the questionnaires which contain both close - ended and open – ended items were administered to sample teachers, department heads, administrative staff and the teachers' association members. On the other hand, semi – structured interview was employed for 12 secondary schools' principals. After the relevant and sufficient data collected, it was organized, tabulated and presented under their respected categories in the form of numbers and percentages. Hence, the collected data indicated that there are many problems that pressure teachers to waste or manage time in the instructional delivery in the schools. Among the problems that contribute to teachers' current time management problems, lack of strategies of time management, unconscious on true reasons for procrastination, teachers & workers maintain a "To-Do" list priority and unsatisfactory school's culture of time management. As the problems related to teachers time management, based on these findings it was recommended that improving the awareness of teachers on time management problems, motivate them to utilize their time up to the maximum extent and taking appropriate actions on time wasters.

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CHAPTER ONE

1.1. Background of the Study

Education sector in general and schools in particular play a great role for the overall development of the country. To achieve the intended school based objectives and to bring these kinds of changes, it's very essential to perform activities that help to make the school environment safe and free from anxiety. In addition to that, providing sufficient and appropriate emphasis for effective and efficient utilization of time resource at school level is also very important (Haileselasse, 1999).

Based on our country's development plan, the education sector intended its strategic and action plans which give special attention for quality education out puts. Quality in education is partly expressed on the students' achievement and on the teachers' quality (i.e. their level of qualification which help to stay in the teaching profession).With regard to this it was stated that, no matter how vast its natural resource might be, a country cannot achieve economic growth without trained and skilled manpower those perform their tasks by managing time (MOE, 2002).

Moreover, among the type of activities to be performed in the school, time is the most crucial resource in which it that should be first considered. From primordial to modern administrative settings time still remains the major determinant of successful or unsuccessful completion of a person's tasks. Time management systems often include a time clock or web based application used to track an employee's work hours and give employers an insight into their workforce, allowing them to see, plan and manage their schedule. Moreover, time management system automates processes and enables to eliminate paper work and tedious tasks. Therefore, in doing so might help employers to control labor costs and increase productivity.

Among the staff personnel in the education system, the teaching force "is the supreme factor". Any other resources such as a spacious building, costly equipment and sound syllabus will serve some useful purpose only when there are teachers, who are fully alive to the nobility of the profession and its accompanying responsibilities (Aggarawal,1995).

According to Mullins (2005) and Drucker (1988) time management explanation:

> Whatever the attributes or qualities of a successful manager, or the qualityOf subordinate staff, one essential underlying criterion is the effective use Of time on the other hand, time as the limiting factor for effective executives.Therefore, time management stands as an effective tool which is very necessary for organization effectiveness in realization of setting out objectives and goals.

Every activity of the school can be performed based on the intended time for each and every task on the annual plan of the school. According to Richard (2011) instructional delivery in the classroom depends on the practice of teachers utilization of time on activities, such as keeping students on task, developing workable lesson plan and apply it, using effective student questioning practices, adjusting classroom activities to meet students interests, maintaining positive classroom atmosphere, and demonstrating successful classroom management.

Similarly, Talesra, Shukuland Sharma (2003), expressed the role of teachers in with regard to time management, the teachers who are ultimately responsible for shaping its destiny. The role of the teachers rightly been emphasized by the National Policy of Education that the teacher is the principal means for implementing all educational programs and of the organization of education. The teachers' role will always be teaching and guiding their pupils not only through classroom instruction and tutorials but also by building the character of their pupils. It is alsoexpected from them to undertake or promote research, experimentation and innovation. Furthermore, they are also expected to continue playing a crucial role in the formulation and implementation of educational program. Therefore, for the existence of effective instructional process in the school, one of the most important inputs should be management of time if so maintaining quality education is undisputable. Through document analysis and critical observation in kolfekeranyo sub-city Education office and government preparatory and secondary schools, the researcher has understood that there is a great challenge in the education sector in line with teaching staff time management in the schools on the instructional process. Based on this observation and document analysis, it is important to study problems of teaching staff time management in the preparatory and secondary schools thatwerefoundinkolfekeranyo sub-city.

Again, as far as the budget allocation is concerned, all resources are inadequate related to the available demand and pressure. This makes it exigent in economic sense for consideration of time as the scarcest resource administrators must look out in the day to day administration of their organization. Confirming this idea, Drucker (1988) emphasized that time is a 'unique

resource'which cannot be rented, hired, bought or otherwise obtained. Druker(1988) further explanation about time, as it is something which is totally irreplaceable and everything requires time and its supply is totally inelastic. Thus, it could be said that time is a valuable resource one has to efficiently use to accomplish the stated objectives or goals of the organization.

In public profit organizations, time is crucial and leads resources to the effective running of the system. For example, the opening and closing periods of work is based on the individuals and organization agreed time. There must be maintenance of status quo especially the ideographic and homothetic dimensions to avoid time conflicts between the employer and the employees.

According to Drucker (2005) believes, time itself cannot be rented, hired, bought or obtained more time, but only the personnel or services can be rented, hired or bought for the specific time. For instance, in business organizations personnel are paid for extra time used as overtime because it is the personnel that is rented, hired or bought for the time used. Incidentally, this practice is witnessed in the school organization where an extra moral class is privately organized for that purpose the teacher could be paid for the services rendered. An effective school administrator ensures that school planned time schedules are not arbitrarily criticized by staff as a bureaucratic organization time management is necessary for enhancing productivity.

Similarly, the 1994 Educational and Training Policy of Ethiopia explains that the timemanagement of teachers and other educational personnel should be organized on the bases of professional principles, ethics, salary, working conditions, incentives, professional growth and the overall rights and duties. This supported explanation of the policy is to give sufficient emphasis for school teachers' time management to help to minimize the influences on the instructional process in case of teaching staff time management.

To sum up, there are many other researchers conducted which seems similar but many of the researchers' findings were focusedon problems of teachers' time management. But, this study focused on not only on the problems of staff turnover but also the major influences of poor time management that affect the instructional processes in secondary and preparatory schools of kolfekeranyo sub-city.

1.2. Statement of the Problem

Time is one of the most important resources in the schoolteaching and learning environment. If teachers do not perform their tasks on time in their work place and carried out their activities smoothly, the school will not be effective in theirlearner'sacademicachievement.

It is also believed thatno system of education can rise above the level of its teacher's time management capacity. The strength of the educational system might belargelydepend upon the quality of teachers' time management. Therefore, the effectiveness of teachers and students academic evaluation and performance could be determined by time management. Thus, no more important matter than that of securing a sufficient supply of the right kind of people to the profession, providing them with the best possible training and ensuring them a status and esteem commensurate with the importance and responsibility of their time. The progress of the society depends on the quality of its teachers' time managing ability (Talesra, Shukul& Sharma, 2003). Moreover, to achieve the school based goals and objectives, we must reduce the problems of the teaching staff time management in the schools, providing serious attention to the teaching staff as a whole and create co-operative professional /working for others / environment among teachers. Writing about co-operation and solidarity means writing at the same time about rejection and mistrust. Solidarity involves individuals being ready to suffer on behalf of the large group and their expecting other individual members to do as much for them (Mary Douglas; 1986).

Hence, the problems of teachers' current time management practices invited the researcher to carry out the study on teachers' time management practices of the government preparatory and secondary schools in Addis Ababa kolfekeranyo sub-city. 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, as far as despite BusinessProcessing and Re-engineering (BPR) is concerned as needed by the customer, competition and change, it may not be quite clear to be competed and changed by effective time management in order to satisfy and attract customers. The reason is that now days, high competition is measuredby time, quality and cost. As far as a teacher is the important person in facilitating teaching learning process of the school, teachers' concept and management skills with regard to time need to be assessed. So, the tasks conducting according 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 understanding of time management and ineffective strategies of time management that can hinder the achievement of the prescribed objective.

Based on the document analysis and the critical observation in KolfeKeranyo Sub City Secondary Schools and Education Offices, the existence of problems of teachers on current time management practices in the instructional processes were checked and selected it as a problem to be studied. Therefore, in order to attain both general and specific objectives of the research problems of teachers' current time management practices in the instructional process, this paper also contains the following basic research questions:

i. What are the misconception of time management problems that influenceteachersinsecondary and preparatory school?
ii. What are the major procrastinations that contribute to the declining of academic performance in secondary and preparatory schools?
iii. To what degree do teachers create relevant strategies for time management?
iv. What are the effects of time utilization and management problems in School operation?

1.3. Objective of the Study

1.3.1 General Objectives

The general objective of this study was to investigate the problems of teachers' current time management in the instructional process in the government secondary and preparatory schools of KolfeKeranyo sub-city in Addis Ababa.

1.3.2 Specific Objectives

Based on the above general objective of the study, the specific objectives are the following:

a) Examine the school teacher's perception towards time management.
b) To investigate the awareness of teachers of secondary and preparatory school on managing time in implementing instructional process.
c) To assess the techniques or strategies of time management of teachers in secondary and preparatory schools in kolfekeranyo sub city of Addis Ababa city Administration.

d) Investigate the time wasters of the schools that whether the teachers are aware of about or not.

1.4. Significance of the Study

By assessing the problems of teachers' current time management problems in the teaching and learning process in government preparatory and secondary schools, this research findings attempts to draw some significant pictures that may help teachers, school principals, city administration and regional educational officerswith regard to the role of time and its managing strategies for better work accomplishment.

Besides, the findings of this study will largely help principals and teachers to evaluate their challenges related to time management during their work accomplishment in the school environment and other related fields so as to improve the quality of works and achieve the organization goals. Moreover, it also helps interested researchers to use it as one source of information when they want to conduct further study in the related area that this researcher fails to cover.

Generally, the accomplishment of this study will inform the educational officers, policy maker and institutes to analyze and get some insights about the current practices and time management handling mechanisms in Government Secondary & preparatory Schools of Addis Ababa at large.

1.5. Scope of the Study

This research is limited only to investigate the problems of teachers' current time management problems in the instructional process. the study was take place in the education sector particularly in preparatory and secondary schoolswhich were found in Addis Ababa City Administration; kolfekeranyo Sub-City.

1.6. Limitations of the Study

This study has the following major difficulties that the researcher faced during the study.

1. The study was a descriptive survey type which might lack clarity of wording and respondent understanding of terminology
2. Financial problem is one of major problem, that is a crucial to made effective study
3. Time constraints was another difficult faced while conducting the study
4. Generalization of the finding might not be compatible to all due to the fact that the research wasconducted in preparatory and secondary schools only in kolfekeranyo sub-city.

1.7. Definition of Basic Terms used in the Study

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

Time: is part of the measuring system for sequencing and measuring duration and intervals of events. Measurement of time has been of immense interest to research community. Major methods to quantify time include measuring duration of periodic events or motions, for instance; motion of the sun, stages of the moon, swinging of the pendulum etc.

Preparatory School: an educational organization or institution empowered to teach grade 11 and 12 according to the existing educational policy of our country.

Procrastination: to delay or postpone action; putting off work, postponing decisions, and notstarting or finishing tasks are all forms of procrastination. And sometimes procrastination can be used instead of time management. It can be defined as a theft of times' too.

Time management: is a mechanism of making or leading time for effective utilization or for the attainment of the goal of the school.

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.

Time savers:are contrary to time wasters that are important to use or save our time for the work of a given organization for successful consumption of time.

Tools for time management: are instrument that helps for effective or good time management of the school teachers.

1.8. Organization of the Study

This research paper is organized into five chapters. The first chapter introduces the background of the study, statement of the problem, objectives of the study, delimitation of the study, limitations of the study and definition of key terms. The second chapter presents review of the related literature that are relevant to this study. The third chapter presents research design and methodology of the study. The fourth chapter includes presentation, analysis and interpretation of data. The last chapter presents summary, conclusion and recommendations of the study.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

The second chapter presents review of the related literature that are relevant to this study. Such as concepts of time, utilization of time, characteristics of time, time wasters, procrastinationand time management.

The problems of teachers' current time management practices in the school instructional process became a critical discussion topic recently. Therefore, this part of the paper indicates the idea of different sources to give background information about problems of teachers' current time management practices in the schools.

2.1.Concepts of Time

Through instructional delivery in the classroom, teachers transmit their experiences, new findings and values accumulated over the years in their struggle for survival and development (Tkeste, 1996). The teaching learning process in the classroom can take place to enable students to be the all rounded participants in the development process by acquiring knowledge, ability and skills in time.

Today the use of time or managing time is a critical issue both for individuals and organizations. The value of time management is not the control of time per second, but the ways people can use time to improve their life. Time management makes success by reducing stress, maintaining balance, increasing productivity and also setting and trying to achieve goals. From this broadened perspective, people can see that the revenue of time management is that it enhances their lives in any dimensions (Ankein, 1973).

Time has been a major subject of discussion and debate amongst religious scholars, philosophers, and scientists. A generic definition of time which can address all dimensions and fields of study is still an unsolved puzzle for the greatest scholars till date and the scholarly community acknowledges this confusion (Fujimoto, 1998).

Mullins (2005) refers to time as one of the most valuable, but limited resources and it is important that teachers utilize time to the maximum advantage. For not realizing time as a scarce resource most teachers run out of time before their expected result is achieved. Time management is also important for effective inspection and supervision of school infringing the much needed quality.

Time is a valuable wealth for each person, group or organization that is not comparable to any other funds. It is irreplaceable, loss, scant and non-rental or purchase, so its optimal use and management require knowledge of how to spend it. Time, money and valuable resources that, if lost, can never find a replacement for it. Time management is a set of skills that will help teachers in more effective use of it. But teachers in our context seen failed to use their time wisely due to lack concept how to manage it. Time management is a prerequisite for good decision. Management is considered an integral component of the decision task management is manifested in any way (Orlikowsky, 2002).

According to Ankein (1973) managing and controlling the time requires answering the question "what is the best way to spend my time?" To perform good time management and to answer it in a better way, one should set the possible long-term goals, set priorities, set possible activities, set priorities and identify activities, and do them as scheduled.

Moreover, the issues of time and timing have become more and more essential to any managers and employees. Especially in the last two decades, as a result of expanding global competition and increased demands for immediate availability of products and services, the temporal dimension of work has become more important (Orlikowsky and Yates, 2002).

In addition to that, people report an increased pace of life as expressed in doing things faster (acceleration), contracting time expenditure (e.g., eat faster, sleep less), and compressing actions (making a phone call while having lunch) Garhammer, 2002).

In contrast to the large amount of literature on the philosophical aspects of time, there has been a relative lack of scientific literature on temporal issues in organizations Bluedorn. (2002). Moreover, literature on how individuals deal with time at work is relatively scarce when compared to the popular attention for time issues at work. This study addresses one line of research with respect to individual time-issues at the job: time management.

Time management philosophy tends to x-ray the importance and appropriate utilization of time as a resource in accomplishing organization objectives and goals. Managing time appropriately leads to achieving results easily with limited resources. Consequently, any productive system, whatever its structure, human, technology or financial support requires efficient and effective time management procedure. To improve quality of school activities requires cooperative effort of all members through time management.

It is obvious that time is an important administrative tool in carrying out daily duties by the administrators, teachers, students, community and government. Time management plan enables

effective administrator to identify if he/she is using his/her time effectively and doing important activities with the highest energy levels in the system. The time required in accomplishing a given task is carefully analyzed; other resources are also mobilized with time to achieve the desired result.

According to Oluchukwu (2003) explanation about time and time management "like any other skill time management can be learned. The degree of efficiencyand success in teaching and learning in the classroom depends on the adequacyof planning and use of time properly". While emphasizing on the time management skills, the following as consequences of lack of time management skills: continuous lack of, or inadequate time for carrying out essential duties in the class; increased misunderstanding and confusion; lack of direction, purpose and commitment; frequent stamped or panic measures to beat deadlines; lack of coordination and conflict in schedules, timing activities and even in interpersonal relation.

On the other hand, and Akomolafe (2005) argued that in the strict sense of time:

> There is nothing to manage in time because the hands of the clock continue to move beyond our control. What individuals are capable of doing is to decide what to do with time and how best to organize his/her activities within thetime frame. With this regard, it is clear that time is a resource in which a very good manager has to manage very well in order to accomplish the very purpose of the organizational goals.

As Adedeji(1998) put that time is one of the scarce resources available to man and its utilization could be explained within the framework of doing the right thing at the right time in the workplace.

Furthermore, according to Le Blanc Raymond (2008) explanation:

> Time management is the act or process of planning and exercising conscious control over the amount of time spent on specific activities, especially to increase effectiveness, efficiency or productivity. Time management may be aided by range of skills, tools, and techniques used to manage time when accomplishing specific tasks, projects and goals complying with a due date. Initially, time management referred to just business or work activities, but eventually the term broadened to include personal activities as well. A timemanagement system is a designed combination of processes, tools, techniques, and methodsusually time management is a necessity in any project development as it determines the project completion time and scope.

To sum up, 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 timeMelaku (2010). 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.

Thus, the purpose of the study is to investigate problems of teachers' time management practices of secondary and preparatory schools in city government of Addis Ababa in kolfekeranyo sub city sampled secondary and preparatory schools focusing on perception of time, time peculiarities and association with other things, time wasters and techniques of time management.

2.2.Utilization of Time

Education is conceived as a powerful agency, which is instrumental in bringing about the desired changes in the social and cultural life of a nation. The whole process of education is shaped and modeled by the human personality tasks with the intended time, which plays a pivotal role in any system of education. Whatever reforms we pursue and whatever standards we set, we count on teachers to go into classrooms and deliver the service. The preparation of such an important functionary must get the highest priority. Only those teachers who are adequately prepared on the given time and have positive outlook towards their profession can shoulder the responsibilities of nation building (Alemselam; 2008).

Time utilization is influenced by the cultures of the given country. The developed countries time consumption is high whereas the poorest countries don't because of their culture with a superfluity of time. 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 (Linder; 1971).

In addition to that, Melaku (2010) stated that sources of improper time management that resulted poor time utilization are: 1. repeatedly delays,2. Always rushing, 3, Less productivity,
4, Frustration being not patient, 5.Long lasting vacillation between alternatives and. 6.Challenges in setting and attaining goals.

On the other hand, Ababa (1982) stated that in the work area (take 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'.

Again, Ababa (1982) time can be utilized in a proper way having five step programs:

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.

According to Jackes (1964) the problem of time utilization primarily comes from the problem that you cannot encounter to yourself in shifting frame of reference along with a preoccupation exclusively with the integration of time. The very important thing that we can understand here is that utilizing time effectively since time should be analyzed with the contract of ourselves not to outside bodies. Time is not only considered or given value in light of its watch or clock indication, rather from the user's points –of- view and the place where you are living in.

Effective time management ensures unambiguous objectives, proactive planning, well defined priorities and actions; participatory and successful delegation of activities. Nevertheless, time is continuum and all activities or roles performance depend on it whether voluntary or involuntary in avoiding conflicts. Time management facilitates the symbolic relations between the school and society in efficient and effective use of available school resources. Without this mutual relationship, realization of school needs would be difficult, untimely and other resources wasted.

Hence, the school success is made easy or destroyed by extension of relations and services timely or untimely from the wider society. Time management appropriately adopted by school teachers helps to improve standard, save costs, remedy poor situations, leads to value and above all, harmonizes organization focus. Improving school administration requires time to provide all it takes to make a quality school (administrators, teaching and non-teaching staff, classrooms, libraries, desks, chairs, tables, environment and entire school plant management etc). It upholds the principle of Just-in-Time approach in managing school process for quality assurance at various levels of education. Improper use of time has been attributed to poor administrative styles by most teachers in handling organizational task.

Again, proper utilization of time usually determines the difference between success and failure.

Out of the daily twenty-four hours, only a few are utilized for work purposes. Therefore, the problem becomes one of what to do within that limited amount of time. Making use of every minute is important for the achievement of work economically and at the right time. Since time always passes at a fixed and constant speed, one has to care for the time allocated to him. The amount of time, daily, monthly and yearly, is the same for all. However, the sheer amount of time is not more important than how to manage the time available to us (Mancini; 2007).

According to Mancini (2007) explanation of time utilization:

> Effective time management can result in better utilization and more achievements. Those who care for their time are the ones who make great achievements in their Personal and professional lives, and they do realize that time is not enough fordoingall what they want to do. In contrast, those who do not care much for makingachievements are the ones who consider time to be of little value". The issue of timeis a permanent human problem. Its conceptualization varies according to motives, needs and the nature of the required functions and activities. Also, the widercultural context directly and indirectly determines the relationshipbetween man and time. To give a definite and exact definition of time, particularlyin the field of administration, is not an easy task.

According to Zemichael(2011) found many teachers top time wasters lack of clear objective, 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) and delegation problems.

Moreover, tostatespreparatory school principals' conception of time shows that most principals provided favorable ratings for the belief that time is the most critical resource. However, most of them were moderate with the constructive use of time, in charge of time, by and large, make minor decisions quickly(Yoftahe; 2012).

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.

2.2.1. Characteristics of Time

According to different authors, such as Herzberg and Snyderman (1959), a person with a high satisfaction holds positive attitudes towards the job, while a person who is dissatisfied with his/her job holds negative attitudes about the job. This is seen as one problem of teachers' current time management practice in the teaching learning process.

It seems difficult to give an accurate definition of time. However, by reflecting on the progress of life and historical events, certain characteristics can be identified. "For long, scientists have observed that time passes at a fixed and constant speed. Every second, every minute and every hour resemble all other seconds, minutes and hours. Time passes in a successive forward movement in accordance with a uniquely controlled system, which cannot be stopped, changed, increased or re-constructed. Thus, the constant forward movement of time is neither fast nor slow, and it cannot be stopped, accumulated, cancelled, altered or replaced.

Characteristic of time is that it is an identifiable resource equally available to all. Even though people are not born with equal capabilities or equal opportunities, they all have the same twenty-four hours daily and the same fifty-two weeks yearly. Thus, regardless of being rich or poor, high or low ranking, all people are equal with respect to the amount of time available.

Accordingly, time is considered life's foundation, on which civilization stands. It is true that time cannot be bought, sold, rented, borrowed, doubled, saved or manufactured. Nevertheless, it can be invested and valued. For instance, those who have the time to accomplish their work and the time to enjoy other activities must have learned the difference between quantity and quality. They must be investing every minute of their time. Therefore, "time management does not aim at changing, modifying or developing time, but at how to invest it so effectively that time spent uselessly or unproductively is reduced to a minimum, while attempting to raise productivity within the allocated period of time.

2.2.1.1. Time is Irreplaceable Resource

All resources can be replaced by similar and another resources. For instance, if we out 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 substitute once again by any means. So, it is necessary to use time without wasting it, especially in the case of teaching and learning process.

2.2.1.2. 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. According to, Tebereh (1961) stated everyone has twenty four hours a day to use in some way or another. Time is the only resource that we all share equally. Everyone has certain demands upon his time there is time given for work time allotted for eating, time allotted for entertaining and time allotted enjoying oneself.Marcos and Lemma (1993) stated that time is 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.

2.2.1.3. Time cannot be put aside

Most resources can be put aside for future time or use. For instance, people who have more than enough or surplus money can put aside it for the future use of it in the bank or anywhere that they think is a safe place and can use it again whenever they want it. 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 (Marcos and Lemma; 1993).Again, Munroe (1967) 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". According to Linder (1970) 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."

2.2.2. Time and its relationship with 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, time has a close relationship with business, customers, innovation, and money (Salk and Hout; 1970).

2.2.2.1. Time and Business

Time is a basic 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.

2.2.2.2. 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.

2.2.2.3. 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. Innovation is a development or/and emerging of new views, new means of doing things or new products(Knife;2001).

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, this timely execution of ideas can be the challenges of the innovation processes.

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).

2.2.2.4. Time and Money

Time is money – yes, it is a limited and valuable resource, but it is actually more precious and cannot be stored in the bank. Time is our lives as measured out in years, months, days, hours, minutes and seconds. What could be more important to you than using this free gift of time effectively, generously and wisely?

2.3.Time Wasters

Time management does not aim at changing, modifying or developing time, but at how to invest it so effectively that time spent uselessly or unproductively is reduced to a minimum, while attempting to raise productivity within the allocated period of time.

According to Alec (1997) if something is taking longer than it should, and delaying other obligations, then this is time waster. Time waster would ultimately cause stress. We need to learn how others are using our time for their purpose, and these are the potential time wasters, once we will be able to overcome these wasters we can enjoy our time the way we want it.

Furthermore, only by eliminating time wastage distractions, we can achieve organized daily routine. This will lead us to better and faster performance and will help us in reduction of stress. Overcoming the time wastage obstacles will help in focusing on our most important tasks and objectives (Zeller; 2008).

2.3.1. Varieties of time Wasters

Everyone wastes time. Some wasted time can be constructive because it helps you relax or reduce tension. Other wasted time can be frustrating. This is especially true when you're doing something less important or less fun than what you prefer to be doing. Time thieves come from both the outside world and yourself.

Here are some ways to recognize and manage your most frequent time-wasters.

Everyone has 24 hours in a day. No one has a minute more or a Minute less. However, look around: We will find some people achieve much more in Same 24 hours. Why is it so? During our daily routine, we also set our priorities to complete some tasks but at the end of the day, we find ourselves still working on our initial „to do" list, though we had a very busy day!

Why at times we are very busy but we achieve very less? Are we „wasting" our time without realizing it? Here are seven big time wasters and a few tips on managing time effectively.(http://wisdomfrombooks.com Page 7 time management)

We are wasting time because of any one of them:

1. Telephone interruptions: Is it really necessary to take all calls when a phone is ringing? Can we call the person back once we are done with the task on hand? In my view, it happens that once mobile phone rings, we talk and our attention diverts. The task on hand remains there while we enjoy our chat.

2. Inability to say "No": we find it really difficult to say no at times. At times, we don't know how to refuse. However, we have a right to say no and then suggest alternatives. We can show it to the person who is asking us to do something which demands more time.

3. Lack of self- discipline: Do we have our objectives in writing? Are we following our goals? If we can set „key result areas and focus to achieve those areas, our efforts will pay off. If we try to handle one task only once, we will have more time.

4. Management by crisis: If we don't anticipate problems in advance, we will be managing by crisis. This is also called "firefighting". If we try to plan for unexpected, we will be in a position to manage crisis fast and effectively. We can ignore the problems which can be ignored or we can delegate issues to others before we put our hands to them. It should be recognized that it is more important to prevent „new fires from developing.

5. Ineffective delegation at times we managing: If we relax and avoid perfectionism in everything we are doing, we can get lot of things done through other people.(http://wisdomfrombooks.com Page 7)

2.4.Procrastination

According to Mary Douglas (1986) to achieve the school based goals and objectives; we must reduce problems of teachers time management practices from their school, providing serious attention to the teaching staff as a whole and create co-operative professional /working for others / environment among teachers. Writing about co-operation and solidarity means writing at the same time about rejection and mistrust. Solidarity involves individuals being ready to suffer on behalf of the large group and their expecting other individual members to do as much for them.

Procrastinationrefers the habit of putting things off or doing low-priority tasks or actions rather than higher priority ones – is a widespread time-wasting practice and can be very costly. Procrastination is likened to the physics concept of inertia - a mass at rest tends to stay at rest. Greater forces are required to start change than to sustain change. Another way of viewing it is that avoiding tasks reinforces procrastination which makes it harder to get things going. A person may be stuck, too, not by the lack of desire, but by not knowing what to do(Saladin and Maguire; 1997).

In addition to that, procrastination is a bad habit. Like other habits, there are two general sources. The first is the "crooked thinking" we employ to justify our behavior. The second source is our behavioral patterns. A closer look at our crooked thinking reveals three major issues in delaying tactics -perfectionism, inadequacy, and discomfort. Those who believe they must turn in the most exemplary report may wait until all available resources have been reviewed or endlessly rewrite draft after draft. Worry over producing the perfect project prevents them from finishing on time. Moreover, feelings of inadequacy can also cause delays. Those who "know for a fact" that they are incompetent often believe they will fail and will avoid the unpleasantness of having their skills put to the test. Fear of discomfort is another way of puffing a stop to what needs to be done. Yet, the more we delay, the worse the discomforting problem (like a toothache) becomes. Our behavioral patterns are the second cause. Ceiling started on an unpleasant or difficult task may seem impossible.

2.4.1. Types of Procrastinators

Different researcher had attempted to classify procrastinator in to various types for instance, Firework(2004:11) cited to Saladin and Maguire (1997) identified procrastinators in to six type: Perfectionist:-I often find it difficult to begin a task because the thought of getting every detail perfect is overwhelming, Once I've started a task, finishing it can be hard as I want every detail in place, Focus on what's realistic rather than what's ideal; work toward excellence rather than perfection, Seek support from others before you're under too much pressure, Deliberately make one mistake each day, Make daily t-do lists with small, broken-down tasks that you can complete on a given day, Commit to rewarding yourself for setting and achieving realistic goals, Admit that you choose what you do with your time; work on self-acceptance skills. Dreamer:-Abstract thoughts are more pleasant to think about than the real-life actions that need to be taken, I find it difficult to plan details and/or to follow through with a task, Try to differentiate between dreams that are vague and goals that are specific and measurable, Make your dream into a goal: define what, when, where, who, why, and how you will complete it, Keep a to-do list and assign yourself a few tasks each day, Use an alarm or timer as a way to remind you when to get to work, Schedule time for creative daydreaming, Plan out projects and tasks in writing, To counteract mind-wandering, get active-explain things aloud, teach the material to someone, or tackle a small part of your project. Crisis – Maker:-I feel that I work best under pressure, I enjoy the rush of working under a deadline on a task that might otherwise seem boring, Strive for

moderation; avoid speaking and thinking in dramatic emotional language, Remind yourself: you may not be interested in a task until you start, Identify motivators for a task and use them rather than using stress as a motivator, Keep a record of your "crises': what triggered them, how you reacted, Create deadlines for yourself as a way to use your natural adrenaline rush to complete tasks earlier, Regularly engage in activities that will give you an adrenaline rush – play competitive sports, go out with friends, or take up a new hobby.

Defier: -Many tasks seem like an unfair or unnecessary use of my time and energy, I prefer to maintain control over situations and retain a sense of individuality, Rank your priorities in life, and devote your energies accordingly. Post this list somewhere, Reflect on the ways you could potentially respond to a task before acting. Be aware when your choosing defiance. Ask yourself whether long-term regrets are worth short-term pleasure, Strive to act, rather than react, Learn self-calming strategies, Own up to your actions-especially if you did not complete a task you agreed to, Choose one task every week that you will complete in your own way in order to satisfy your need for individuality.

Over-Doer:-I find it difficult to prioritize and say no to other demands on my time, Sometimes I take on too much and then procrastinate on one task for the sake of completing other tasks, Recognize and respect your personal limitations, Rank your priorities in life and post this list somewhere. Make choices about your time in accordance with this list, Incorporate time to relax into your schedule and learn to enjoy it. Don't feel guilty about taking time yourself, Focus your thoughts on how to gain personal control, rather than how tasks control you, Learn to say "no" to tasks when appropriate, Try saying a pleasant "no" each day, Envision life as an adventure in making choices, not a struggle to do everything, Make daily to-do lists based on true priorities. Worrier:-Many tasks seem risky or unnecessary, I prefer to stay in my comfort zone and avoid change, Learn to make realistic judgments about the time and effort required to complete a task. Ask a friend for help, if needed, Remind yourself that choosing not to make a decision about a task or action is itself a decision, Don't allow "what if" thinking to take you out of action, Break down tasks into manageable parts to reduce anxiety, Every day, do at least part of one thing you've been putting off because you're uncomfortable about it, Consider the aspects of a project that are exciting to you, rather than just the challenges.

2.4.2. Ways of Challenging Procrastination

The following suggestions overcome the problems of procrastination. Get clear about what you want in life. Procrastinators, you'll love this! Take 20-30 minutes to do this quick goal planning exercise. Write down all your goals in some or all of these categories: career, education, relationships, financial, physical, mindset, creative, spiritual, public service, travel, leisure, and other. Once you have your list, and then write it down to your top 10, then down to your top 5, and then your top 3. Do this by asking yourself, "Can I live without this?" Let your less important goals lie dormant on a "maybe" list that you can check on again in a few months.2. Delete or delegate from your To-Do List those things that don't relate to your top 3-5 goals. Just say bye. And don't look back. Link tasks you don't like to your goals. It helps to mentally (and in writing) tie these tasks to one of your main goals or values. So for example, "Keeping a tidy and clean home and desk allows me to have clarity of mind which is something I highly value. By having clarity of mind I will be better able to work on my goals and have less anxiety.

" By linking the task to the pleasure of being able to think clearly, I now have a reason that will motivate me to take action.4. Plan your day each day. This is not a big task. It should only take about 10-15 minutes of quiet time. Do the most difficult and most important things first and work your way down to the easier stuff in the afternoon. You'll feel really good if you do this. Focus on that to motivate you to wait to check email and such until after you've finished your first big task.5. Plan your week just enough to loosely schedule in some of the big things you know you want to get done. Sometimes procrastination happens simply because a task is not scheduled.6. Allow for cheats and get rest when you're tired or have low motivation. Don't be so hard on yourself about the timing of a task and then you won't try to escape through procrastination so hard in the future. Just reschedule and get back on track later or tomorrow. Also, remember to check if the task relates to one of your goals. 7. Just do it, but don't overdo it. We often put pressure on ourselves to do certain tasks more often than we really need to, such as cleaning/tidying/laundry etc. So give yourself a break and set a schedule for these things that is not overwhelming. Do thing on a "Need to do" basis and let go of the notion that you need to keep up with some perfect schedule. Ever hear of the business concept "just in time" inventory, well this is "just in time" task management.8. Break down big tasks into smaller components. We procrastinate on tasks that are vague and nebulous because we don't have clear instructions what to do next. Take a few moments to think about how to break down a larger task and schedule it into your calendar in pieces. This is good for when you are feeling overwhelmed.9. Get help making

decisions. Decisions are tough for me. I like to use the pro/con method and assign points. I also recommend getting help from a friend that you know is good with making decisions.

Once you've made your decision then break it down into tasks and schedule into your calendar.10. Believe in yourself and in your ability to accomplish anything you want. If you've lost hope, know that you can turn things around. Release the fear of failure. Failure is just a learning experience. Slow and steady wins the race. A little bit done every day adds up to a lot over a year. If you have to, just fake your belief until it becomes real. Remember, you can do it! 11. Trick & Treat Yourself. Do you keep avoiding cleaning up your desk or some other big task, even though you know will make you feel good to get it done? If so, do this: invite a friend or family member over for a date to"tackle the dreaded task."All your friend has to do is sit in the room with you and make sure that you do the task. If you want you can let them help you, but it's not necessary. After the task is done, you can treat you and your friend to coffee, dessert, meal, and movie, whatever!

2.5.Time Savers

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 time savers properly.

2.5.1. Varieties of time Savers

According to Mike (2006) explanation, there are different techniques to save our time:
The first one is - Don't over - prepare. There is only so much material you can fit into an hour-long class. And if you are prep - to - teach ratio is 8 hours for every 1 hour of class (not including grading and other matters), then perhaps you are overdoing it.
The second technique is -Trust your knowledge base and ability to work "off the cuff" if you run out of material during class. Remember that the students need to do their own intellectual work…plan to give them the opportunity, Let the objectives be your guide.

Another method to save time is - Don't try to take on too much -- if an activity or lesson doesn't meet a course objective, save it for another class, Mix it up. Occasionally substitute activities for prepared lectures to tame prep time: films, guest speakers, class trips, group projects, student etc.

Again, according to Mike (2006) time savingtechniques, the next one is - Use technology. Technology is a tool you can use to your advantage: if you type faster than you write with a pen, type your paper comments on a computer or portable device (label maker), you can use keyboard shortcuts and macros to save steps, too. Some teachers tape oral feedback on cassette tapes, Turn grading into teaching.

2.6.Time Management

There is no one common agreement on the definition of time management in past studies. However, many authors were suggesting different definitions for time management. Time management has been referred to as techniques for managing time; a technique for effective time use, especially having enough time to accomplish the many tasks required Adams &Jex (1997). According to Lakein (1973) who suggested that time management involved the process of determinacy of needs, setting goals to achieve the needs, prioritizing and planning the tasks required to achieve these goals.On the other hand, Koolhaas, Sijtsma, &Witjas (1992) time management refers the degree to which individuals perceive their use of time to be structured and purposive. Moreover, Kaufman-Scarborough & Lindquist (1999) ways to assess the relative importance of activities through the development of a prioritization plan.

According to Mackenzie (1997) time management refers:

> To self-discipline, resource management, planning, setting goals delegation, accountability of spent time, scheduling, organizing and aligning priorities. According to Mackenzie (1997) time Management is a misnomer. Time itself is not managed rather the activities and resources are managed against it. Time management is nothing but self-discipline and actually implementing intoone's life.

Furthermore, according to Covey (1997) time management is the ability to organize and execute around priorities. The challenge of time management is to balance our commitments with our personal needs. The key is not to prioritize what's on your schedule, but to schedule your priorities. Besides, time management and time structure the two phrases were used interchangeably with basically the same meaning. Because a commonly accepted definition of the concept was lacking. We found it difficult to determine the exact content of time management in past research, and to describe the state of affairs, and identify which part of time management is responsible for what results Bond & Feather (1988).

To sum up, the definitions of time management, time management is about analyzing tasks, then strategizing them and attacks by executing them. Time management is all about getting overall more productive lives and getting rid of the chaotic schedules and time wasters that depress the sparkle of life in general. It is merely a mirage to wish more hours in a day to solve any given problem or getting the work done. The focus should be to learn techniques for efficient & effective use of time (Morgenstern; 2004).

2.6.1. African Time Culture

According to Richard (2011) instructional delivery in the classroom is the practice of teachers who participated in some kind of activities, such as keeping students on task, developing workable lesson plan and apply it, using effective student questioning practices, adjusting classroom activities to meet students interests, maintaining positive classroom atmosphere, and demonstrating successful classroom management on the given time.

Similarly, Talesra, Shukul& Sharma (2003), expressed the role of teachers: the teachers who are ultimately responsible for shaping its destiny. The role of the teachers rightly been emphasized of the National Policy of Education, that the teacher is the principal means for implementing all educational programs and of the organization of education.However, some writers' even African writers were drawn dangerous conclusions on the Africans concept of time, utilization of time and ways of managing of time.

According to Mbiti (2000) "the question of time is of little or no academic concern to African people in their traditional life. For them, time is simply a composition of events which have occurred: which are immediately to occurred". The most significant consequence of this is that, according to traditional concepts, time is a two-dimensional phenomenon, with a long past, a present and virtually no future. The linear concept of time in Western thought, with an infinite future, is practically foreign to African thinking.

Moreover, Obiechina (1999) stated that in the African culture, time is polychromous in the sense that a person can do three or more things within a given period but simultaneously. Clock time thinks of them being done successively. For instance, a woman in a typical village could be done her cooking, at the same time cracking her palm kernel; she may still within this period attend to

her baby and would be prepared to attend to anything that may come up. In "Socialized time" is the use of time which does not sacrifice social duties and human relations on the altar of the clock-time punctuality have depicted this polychromous concept and use of time in Africa with the image of an African woman who could be pregnant, while at the same time carrying a baby on her backend at the same time carrying a load on her head. Combining responsibilities is an aspect of our culture that is directly influenced by our communalism and our sense of time. Therefore time was for man to control and not to control man. This does not mean, nor imply that Africans had no sense of punctuality in their concept of time.

Finally, according to Nwankwo (2008) it must point out that on the one hand, Africans do have and conceive of time in the punctual sense. That is, at a particular time things must happen, have effect, or must be done. This can easily be discovered in African religious concepts. There are specific times sacrifices must be offered and no more. On the other hand, the African use of time does not sacrifice social duties and human relations on the altar of the clock time punctuality.

2.6.2. Overview of time Management in Ethiopia

According to Mammo (2001) stated," education is a strong instrument used to empower human beings to foster economical sustainable development ; to provide democracy , justice, gender, quality, social and economic development; building a society in which violence and conflict are replaced by dialogue and culture of peace based on justices."

In education through instructional delivery and teacher student interaction, activate the human potential for learning to live a meaningful life, learning to absorb and retain knowledge all through life, learning and making the world hospital and comfortable, and learning to up – grade one's own creative and innovative capacity(Mammo; 2001).

A school is a leading social institution change in children of a community. Basically education is a social function. It requires the joint effort of teachers, students, parents and the community at large Musaazi (1982).Based on this, Instructional delivery is a process which occurs formally, informally and non- formally on the base line of time management.

According to Zemicheal (2011) cited to MoE (1994) has stated that it 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.

According to the Ethiopian Education and Training Policy (1998):

> 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 concept to time and its management. The education system adopted and introduced the result- oriented performance management system to measure teachers of schools. The teachers' performance is, therefore, to be measured against the plan which 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

Moreover, when we observe our country Ethical Education student books, 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) under the topic 'industriousness' stated that one of the causes of that makes people remain poor 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 makes people remain poor.

Lastly, important question to be posed here is 'Is wasting working time a corruption?' Of course, some authorities of various organizations have been heard the wasting of time is a corruption. However, Desalegn (2010) indicated that recent report of Federal Ethics and Anti-corruption Commission in Ethics quarterly publication (2008) showed that forms of corruption revealed out by the commission were illegal land provision, bribe by judge, telecoms cam, fraud and corruption offense, gold scan in the National Bank of Ethiopia and shad of telecom deal were reported as serious cases of corruption. So, for time corruption has not given any emphasis.

2.7.Tools for Time Management

According to Assamnew (2003) on his part, citing to Korbert (1980) stated that 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, time budget as source, having action plan and being a good monitor of the progress. Towards good time management, there are jobs, mix. Time can be managed effectively by planning, putting into proactive follow up and control and

interpersonal relation (Melaku; 2010).

On the other hand, time management tools are devices used to manage 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 programmers, pocket diaries, will charts, index cards and note books can be good examples of instruments for time management (Champman&Rupured; 2008).

According to Abhiject (2009) indicated that there are many time management tools and techniques. These toolsenables us to manage our time effectively from the advanced technologies the exemplified ones are good calendar, rescue time, wake upon stand by, held electronic organizers, cell phones, pages, fax machines, voice-mail systems, photocopies, personal computer, etc

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

The purpose of this research was to assess the problems of teachers' current time management practices on the teaching and learning process in kolfekeranyo sub - city selected government secondary schools. Therefore, the researcher aimed to gain an in-depth understanding, and insider's perspective, on the problems of teachers' current time management practices on the on the instructional process. The connection with this research method sources of data, sample and sampling techniques, instruments of data collection, procedure of data collection, methods of data analysis and ethical considerations have been treated under this chapter. Furthermore, in this chapter, the researcher offers an account of the methodological process which engaged in a bid to answer the research questions. What follows is a discussion of the various processes which facilitated data collection, analysis and interpretation.

3.1. The Research Method

This study adapted a descriptive survey method where the researcher conducted a field survey in kolfekeranyo sub - city government secondary schools. This method is selected on the assumption that it helps to gather enough information on the issue under study.

According to Best and Kahn (1999), a descriptive survey method is more effective to investigate the phenomena in assessing the performance in their natural setting. Descriptive survey design is used to collect detailed and factual information that describes existing phenomena such as current conditions, attitudes, interests, feelings and characteristics Kerlinger (1986). Thus, the researcher applied this design to investigate the problems of teachers' current time management practices through questionnaire to get large amount of data from the target area.

. In this procedure, survey researchers collect quantitative, numbered data using questionnaires (e.g., mailed questionnaires) or interviews (e.g., one-on-one interviews) and statistically analyze the data to describe trends about responses to questions and to test research questions or hypotheses. They also interpret the meaning of the data by relating results of the statistical test back to past research studies(Creswell, 2012).

According to Geoffery& David (2005) the principal advantage of survey studies is that they provide information on large groups of people, with very little effort, and in a cost effective

manner. Surveys allow researchers to assess a wider variety of behaviors and other phenomena than can be studied in a typical naturalistic observation study.

The researcher, therefore, chose a descriptive survey research design for this study assestheproblems of teachers current time management practicesinkolfekeranyo sub city selected government secondary schools to provide enough description of the purpose of this study.

3.2. Sources of Data

primary sources of data were used from the schools under study. Primary sources of data were obtained from teachers, school principals and administrative workers. The reason behind selecting these as a source of data was to get firsthand information about the research problem and the respondents have a direct relation and experience about the issue under the study.

3.3. Samples and Sampling Techniques

The subjects of the study were drawn from kolfekeranyo sub - city selected government preparatory and secondary schools. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it was drawn. One can also infer changes observed in the sample to changes that would likely have occurred in the population (Best and Kahn, 1999).

In addition to that, therefore they often need to be able to obtain data from a smaller group or subset of the total population in such a way that the knowledge gained is representative of the total population (however defined) under study. This smaller group or subset is the sample.

	School principals	Teachers and head Department	Administrative workers	Teachers association members
Population	30	720	256	88
Sample	12	151	42	40
Sample in %	40	20.97	16.41	45.45

Currently there are 8 governments secondary and preparatory schools (Asco Secondary School, Millennium Secondary and Preparatory School, Kolfe Secondary School, KeranyoMedhanialem Secondary School, Ayer Tena Secondary and Preparatory, Repi Secondary School,

EwqetLefereSecondary School and YemaneBirhan Secondary School) in KolfeKeranyo sub city. According to the Education Offices document analysis there were 30 school principals, 720 teachers including department heads, 256 administrative workers and 88 teachers 'associations members found in the sub- city. From the total sample populations, 60 teachers, 12 school principals, 40 from Teachers' association, 91 department heads and 42 administrative staff totally 245 respondentswere selected by using simplerandom sampling technique. In random sampling, the researcher decides as to whom can provide the best information to achieve the objective of the study (Kumar, 1999).

Moreover,Simplerandom sampling technique is used for every member of the population has an equal and independent chance of being selected for the sample Best and Kahn (1999). Furthermore, simple random sampling, each member of the population under study has an equal chance of being selected and the probability of a member of the population being selected is unaffected by the selection of other members of selecting at random from a list of the population (a sampling frame) the required number of subjects from the sample.

3.4. Instruments of Data Collection

The major objective of this study was investigating the problems of teachers' current time management practices on the instructional process in Addis Ababa preparatory and secondary schools. To obtain necessary information for the study, data were collected through two types of data gathering instruments as presented in the following sections.

Questionnaire

A questionnaire was chosen as data collection instrument. A questionnaire is a printed self-report form designed to elicit information that can be obtained through the written responses of the subjects. The information obtained through a questionnaire is similar to that obtained by an interview, but the questions tend to have less depth (Bums & Grove 1993:368).

Questionnaire is important data gathering tool because it helps to collect data from a large number of participants. Hence, questionnaire which consist both close - ended and open – ended items were prepared and administered to sample unit of teachers, association, administrative staff and department heads. In the close - ended questionnaires the Likert scale has been employed so that the respondents will answer the questions quickly in short period of time. The open – ended

questions were provided so that respondents were written their views about the issue presented for them.

Interview

For this research semi – structured interview was prepared in order to gather relevant and reliable data. According to Catherine Dawson (2002), semi – structured interview is the most common type of interview used in quantitative research. In this type of interview, the researcher wants to know specific information for the study. Interview questions were prepared to analyze attitudes of the eight secondary and preparatory school principals towards the problems of teachers current time management practices on the instructional process. This kind of data gathering tool may provide opportunities to the respondents to express their feelings, views, opinions and expectations to the research problem. Besides, the researcher has designed semi- structured based on the assumption that it will afford the unique opportunity for personal and intimate encounters in which "open, direct, verbal questions are used to elicit detailed narratives and stories" (Catherine Dawson, 2002).

3.5. Method of Data Analysis

After the researcher collected all data, they organized, tabulated and presented under their corresponding tables both quantitatively and qualitatively.

The quantitative data collected through the questionnaires were organized under similar characteristics and tallied to get each items respondent's frequency. After that participants' questionnaires were interpreted and analyzed quantitatively by using percentage and frequency. Their responses are tabulated under the corresponding tables and calculated.

On the other hand, the qualitative data gained through interview was organized in different categories and transcribed. After the necessary information collected, the results of the interviews data were summarized, interpreted and discussed qualitatively in words.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with presentation, analysis and interpretation of the data gathered from the respondents through questionnaires and interviews. Besides, this chapter also reports the findings on problems of teachers' current time management practices in the teaching and learning process in kolfekeranyo sub - city governmental preparatory and secondary schools. The data was collected from a total of 245 respondents that involved in the study. To this end effect, a total of copies of questionnaires were distributed to 60 teachers, 40 Teachers Association, 91department heads and 42 administrative staff totally 233 copies of questionnaires were distributed to 233 respondents by which all the respondents filled in and returned. 12 secondary and preparatory school principa's also interviewed.

Moreover, the presentation and analysis of data were divided in to two main parts. The first part deals with the background information of the respondents and the second, with the analysis and presentation of data related to the problems of teachers' current time management practices in the schools. Furthermore, document analysis was undertaken by the researcher to supplement the data gathered through interviews and questionnaires. Statistical techniques such as counts, tabulation and percentages were used to analyze the data summarized.Thus, the collected data were independently analyzed and discussed in the following sections in detailed manner.

4.1. General Characteristics of the Respondents

The general background of respondents can be provided in figure or number. Thus, the first table presents the presentation, analysis and interpretation of respondents' data in sex, age, services and educational status is presented in the detailed ways.

Table 1: Characteristics of the Respondents

S.No	Variables	Categories		Teachers	School Principals	Dep. heads	Admi. Workers	TA's	Total
1	Sex	Male	%	56.6	91.6	75.8	54.7	62.5	66.1
			F	34	11	69	23	25	162
		Female	%	43.3	8.3	24.1	45.2	37.5	33.8
			F	26	1	22	19	15	83
2	Age Group in year	Below 26	%	20.0	-	-	-	-	4.8
			F	12	-	-	-	-	12
		26-30	%	45.0	33.3	25.2	42.8	2.5	33.4
			F	27	4	23	18	10	82
		Above 30	%	35.0	66.6	74.7	57.1	75.0	61.2
			F	21	8	68	24	30	150
3	Qualification	Masters Degree	%	8.3	25.0	7.6	-	2.5	6.5
			F	5	3	7	-	1	16
		First Degree	%	91.6	75.0	92.3	26.1	55.0	73.8
			F	55	9	84	11	22	181
		Diploma	%	-	-	-	73.8	42.5	19.5
			F	-	-	-	31	17	48
4	Work Experience in year	6- 10	%	23.3	25.0	31.8	19.0	15.0	24.4
			F	14	3	29	8	6	60
		11-15	%	60.0	50.0	21.9	61.9	32.5	41.2
			F	36	6	20	26	13	101
		Above 16	%	16.6	25.0	46.1	19.0	52.5	34.2
			F	10	3	42	8	21	84

As presented in Table 1 above, sixty secondary school teachers, twelve school principals forty TA's, ninety one departments head and forty two administrative workers were arranged by different variables, with absolute numbers and percentages. Thus, more than half (56.6%) were male and the remaining (43.3%) were female, while except 1 female school principal, all of the principals were male. Moreover, (75.8%) of department heads, (54.7%) of administrative workers and 62.5% of TA's were male and 43.3% department heads, (45.2%) of administrative workers and (37.5 %) of TA's were female. This may reflect that mainly the number of female school principals and female secondary school teachers are low in number when we compare them with school principals and secondary school teachers.

As indicated in Table 1 from the five categories of respondents only (4.8%) ofthemwere below theage of 26. On the other hand, (33.4 %) of the respondents were between the age of 26-30 and most of the respondents which accounts (62.1%) were above 30years. The data may imply that kolfekeranyo sub-city is bounded by matured teachers and school leaders who can give their service actively if theyproperly handled.

In relation to the level of qualification, only 16 (6.5%) of respondents were masters and 181 (73.8%) were first degree holders and 48 (19.5%) were diploma holders.Hence, this data seems to indicate that most classes of government secondary schools in KolfeKeranyo sub-city were conducted by first degree holderprofessionals. Besides, from all the respondents,only 25.0 % of theschool principals were masters' degree holders; however, there is no master degreequalified teachers, school principals, departments head and administrative workers at secondary school level and this may be resulted for low awareness on time and time management strategies.

Responses to the work experience presented in the above tableindicated that 24.4% of respondents had work experiencewhich ranges from 6-10 years while 41.2% of the respondents had between 11-15 yearworkexperience and the remaining34.2% of them had above 16 yearsworkexperience. This may indicated that the respondents were ready to understand the concepts of time management easily.

4.2. Data Analysis

Table 2: Items Related to Misconception of Time

No	Statements		Responses				
			SD	DA	UD	AG	SA
1	Teachers' misunderstand that time is crucial resource	%	7.3	17.1	8.1	28.1	39.1
		f	18	42	20	69	96
2	Time is equivalent resource to money	%	-	22.4	-	35.5	42.0
		f	-	55	-	87	103
3	Teachers' concepts of time have no significant difference from year to year.	%	24.8	36.7	13.4	11.4	13.4
		f	61	90	33	28	33
4	Time wasters consider it with corruption	%	30.2	39.5	-	24.0	6.1
		f	74	97	-	59	15
5	Teachers don't discuss at school level about the concept of time	%	17.9	14.2	5.3	33.8	28.5
		f	44	35	13	83	70
6	No more awareness of time is given to teachers.	%	26.5	29.3	8.9	11.0	24.0
		f	65	72	22	27	59
7	Teachers don't give the maximum weight to time	%	23.2	18.7	-	32.2	25.7
		f	57	46	-	79	63

As shown in Table 2, the two most significant teachers' time concept problems identified by the respondents were; Teachers' misunderstand that time is crucial resource 24.4 per cent of the respondents from disagree to strongly disagree. And 67.2 per cent of them responded that from agree to strongly agree. Only 8 per cent of the respondents responded that undecided. This implies

the majority of the respondents 165(67.2%) reflected that teachers misunderstand that time is a crucial resource.

To the item time is equivalent resource to money 22.4 per cent of respondentsweredisagree. On the other hand, most of the respondents 190(77.5%) reported that time is equivalent resource to money.

When we come to the next items: Teachers' concepts of time have no significant difference from year to year still 61.5 per cent responded disagree to strongly disagree. Moreover, 24.8% of the respondents responded that agree to strongly agree. And, only 13.4% of the respondents answered that undecided. Therefore 151(61.5%) of the research participants indicated that teachers concepts of time has significant different from time to time.

Again, 171(69.7%) of the respondents said that wasting time is not considered at corruption. But 30 per cent of them responded that wasting time considered at corruption. Their response implies that teachers' awareness on time wasting and corruption is very low.

About teachers' discussion on the concept of time at school level, The high percentage of respondents 153(62.3%) reported that teachers do not discuss about time. And 31.3 per cent of them implied that disagree to strongly disagree. But only 5.3 Percent of them answered undecided. The items responses reflected that teachers do not provide enough time to discuss how to manage time in their work place.

On the item about awareness of time is given to teachers 35 per cent of respondents showed that agree to strongly agree. On the other hand, most of the respondents 137(55.8%) replied that disagree to strongly disagree. Only 8.9 per cent of them answered that undecided. This result indicated that awareness creation stages do not bring a change on the teachers' time management attitude.

Moreover, the interview made to school principals strengthens this fact the question for interview posed "responsibility of teachers and administrative workers" 75 percent of the principals responded that teachers and themselves frequently in different areas and times, they speak as time is gold and now a day's time is life, however, when they see. How far they internalized it, the practices tell us easily.

142(57.9%) of respondents responded to the item that teachers don't give the maximum weight to time from agree to strongly agree. And 41.9 per cent of the research respondents said strongly disagree to disagree.

The interview made to principals strengthens this fact the question for interview posed "If you have further ideas?" 75 percent of the principals responded that teachers and themselves frequently in different areas and times, they speak as time is gold and now a day's time is life, however, when they see. How far they internalized it, the practices tell us easily.

Table 3: Items Related to the issues of time concept, Peculiarity and its association with others

No	Statements		Responses				
			SD	DA	UD	AG	SA
1	Inadequate concept on unique characteristics of time	%	12.6	23.2	7.7	31.4	24.8
		F	31	57	19	77	61
2	Misconceive as everyone of us equally shared to time	%	20.0	22.8	-	35.1	22.0
		F	49	56	-	86	54
3	Lack of perception on the strong relation of time to other elements	%	15.1	16.3	4.0	38.3	26.1
		F	37	40	10	94	64
4	Less conception on the association of time with , innovation, money and business	%	15.9	37.5	6.5	24.4	15.1
		F	39	92	16	60	38
5	Most of us understand time is irreplaceable resource	%	27.7	23.2	-	22.0	26.9
		F	68	57	-	54	66

The figure in Table 3 the enough concept of unique characteristics of time the majority of respondents 138(56.2%) reflected that from strongly agree to agree and 35.8 per cent of them responded from strongly disagree to disagree. But only 7.7per cent of the respondents answered undecided. The result of the item indicated us; the teachers' concept about the unique characteristics of time is not enough.

Then, on the next item about the understanding of time management concepts, approximately we had equal share or not 140(57.1%) of the respondents said that strongly agree and agree. On the

other hand, 42.8 per cent of them said that strongly disagree and disagree. The result implied that teachers misconceive the equally shared resource of time.

In relation to the idea of relation between time and other resources (such as innovation, money and business) the respondents of the research reported that 64.4 per cent strongly agree to agree and 31.4 per cent of them strongly disagree to disagree. And only 4 per cent reported that undecided.

Then, under the item of the understanding of time is irreplaceable resource, the respondents 48.9 reported that strongly agree to agree and 50.9 per cent of them replied that strongly disagree to disagree. The result under this item reflected that almost equal number of respondents agrees and disagrees about the irreplaceably of time resource.

Table 4: Items Related to Time Utilization and Management Problems

No	Statements		Rating Scale				
			SD	DA	UD	AG	SA
1	Teacher's time utilization is influenced by the culture.	%	9.7	15.9	3.2	45.7	25.3
		F	24	39	8	112	65
2	Teachers and other workers have lack of good practices of time.	%	4.4	13.8	-	46.1	35.5
		F	11	34	-	113	87
3	School's culture of time management is not satisfactory	%	9.3	26.5	8.5	31.4	24.0
		F	23	65	21	77	59
4	Teachers and other workers utilize their time up to the maximum extent	%	27.3	37.5	2.8	15.1	17.4
		F	67	92	7	37	42
5	Time is un manageable budget so that a school manage it in effectively	%	22.4	13.8	10.2	21.2	32.2
		F	55	34	25	52	79
6	Wasting time is similar with corruption of other resources at school	%	27.3	30.6	8.1	15.9	17.9
		F	67	75	20	39	44
7	Many of us we say we have time, we will do it tomorrow	%	0.8	21.2	4.8	40.0	33.0
		F	2	52	12	98	81

Table 4 shows the items related to time utilization and management problems. On the first item, about teachers' time utilization is influenced by culture, the respondents of the research reflected that 71 percent strongly agree to agree and 25.6 per cent strongly disagree to disagree. And only 3.2 percent of them reflected undecided. The result reported that teacher' time utilization and

management on the teaching and learning process is highly influenced by culture.

The great majority of all respondents from all categories of this questionnaire responded that teachers and other workers have lack of good practices of time 81.6 per cent from strongly agree to agree. On the other hand, 18.2 per cent of them responded that from strongly disagree to disagree.

Moreover, under the item of school's culture of time management satisfaction, respondents reflected that 55.4 per cent of them strongly agree to agree and 35.8 per cent of them strongly disagree to disagree. And only 8.5 per cent of the respondents said that undecided. The result reported that the school culture of time management is not satisfactory on the teaching and learning process.

64.8 per cent of the respondents indicated that teachers and other workers in the school utilize their time up to the maximum extent strongly disagree to disagree. On the other hand, they responded 32.5 per cent strongly agree to agree. But only 2.8 per cent of them responded that undecided. This responses for the item reflected that the majority of teachers and other workers in the school do not utilize their time up to the maximum extent.

Again, under the item of time is unmanageable budget in the school the 53.4 per cent of respondents said that strongly agree and agree. Besides, 36.2 per cent of them responded from strongly disagree to disagree and only 10.2 per cent of them said that undecided. This showed us teachers considered time as unmanageable resource in the school and they manage it ineffectively.

The majority respondents of theresearch 142 (57.9%) implied for the item wasting time is similar with corruption that from strongly disagree to disagree. Moreover, 83 (33.8%) responded strongly agree to agree and only 20(8.1%) of them responded undecided. This responses for the item reflected that the majority of teachers and other workers in the school do not conceded wasting time is similar with corruption.

179 (70%) this great majority of respondents of the research reflected for the item many of us say we have time, we will do it tomorrow that strongly agree and agree. In another way, 54(22%) of the respondents said that strongly disagree to disagree and only 12 (4.8%) of them said that undecided. These responses showed that majority of teachers perform their tasks without their yearly and monthly plans and transfer activities from the time those planed.

The responses of the respondents in both open-ended part of questionnaires and interview posed "What aspects of your school's good experience of time management do you have?"83.33 percent of the principals responded that the punctuality of work time, traditional time management, resistance to consume more time in helping students and traditional management system were problems of teachers current time management practices. Therefore, responses on table 4 showed that all items under problems of time utilization and management were considered as problems of teachers' current time management practices.

Table 5: Items Related to Time wasters in Teachers' Time Management

	Statements		Rating Scale				
			SD	DA	UD	AG	SA
1	There are time wasters in our school.	%	-	15.9	-	36.3	47.7
		f	-	39	-	89	117
2	Teachers' & administrative workers' top time wasters are not identified.	%	22.4	37.5	13.8	9.3	16.7
		f	55	92	34	23	41
3	Teachers' identification of time waster's is not beyond work time punctuality.	%	16.7	32.2	15.1	16.7	19.1
		f	41	79	37	41	47
4	Teachers & workers maintain a "To-Do" list priority.	%	30.2	36.7	6.5	11.4	15.1
		f	74	90	16	28	37
5	Teachers are conscious of true reasons for procrastination.	%	28.1	35.5	-	14.6	21.6
		f	69	87	-	36	53
6	Teachers use effective techniques for completing tasks on which they are procrastination.	%	37.1	26.1	8.1	21.6	6.9
		f	91	64	20	53	17
7	Teachers delegate tasks whenever possible.	%	26.5	42.4	-	13.0	17.9
		f	65	104	-	32	44
8	Teacher & workers uses at least on electronic device.	%	-	7.5	3.2	46.1	42.8
		f	-	19	8	113	105
9	Teachers can be lack of clear objective.	%	39.5	30.6	5.7	8.9	15.1
		f	97	75	14	22	37
10	Teachers & workers can be lack of self-discipline.	%	-	81.6	4.8	12.6	0.8
		f	-	200	12	31	2
11	Teachers confused with their responsibility and authority.	%	40.0	35.9	6.5	7.7	9.7
		f	98	88	16	19	24

Table 5 shows the items related to time wasters in teachers' time management. The great majority

respondents for the item of the presence of time wasters in their school 84 per cent of them responded that strongly agree and agree and only 15.9 per cent of them reflected that disagree. The result showed us there are a great number of time waster teachers and other administrative workers find in the school.

Again, under the item of time wasters' identification 59.9 per cent of the respondents of the research said that strongly disagree to disagree. Besides, 26 per cent of them responded that strongly agree to agree and only 13.8 per cent of them replied undecided. The result indicated that top time wasters of teachers and administrative workers are identified and known by all members of the school.

On the other hand, for the item of the identification of time wasters identification is not beyond punctuality 49.9 per cent of respondents reflected that strongly disagree to disagree. And 36.4 per cent of them responded that strongly agree to agree. But only 15.1per cent of them replied that undecided. These responses showed that in the school time wasters' identification is beyond work time punctuality.

The majority of respondents 164 (66.9%) indicated for the presence of to do list that strongly disagree to disagree and 65 (26.5%) of them said that strongly agree to agree. But only 16 (6.5%) of the respondents said that undecided. From these responses we can conclude that majority of teachers do not maintain to do list priority.

62.6 per cent of the respondents reflected for the conscious of true reasons for procrastination that from strongly disagree to disagree and 36.2 per cent of them responded that strongly agree to agree. This result showed us teachers are not conscious for the true reasons of procrastination.

Besides, under the item of task delegation whenever possible the respondents of the research indicated that 88.9 per cent from strongly disagree to disagree and 30.9 per cent of them said that strongly agree to disagree. These responses told us teachers are not delegated for tasks to perform in place of others and not allowed to share experience of others.

The great majority of respondents 63.2 per cent replied under the item of completing tasks by using effective techniques that strongly disagree to disagree and 27.5 per cent of them strongly

agree to agree. But only 8.1 per cent of the respondents reflected that undecided. These responses showed that teachers do not use effective techniques for completing tasks on which they are procrastination.

Again, under the item of electronics device utilization, 88.9 per cent or the respondents said that strongly agree to agree and only 7.5 per cent of them replied disagree. But only 3.2 per cent of them indicated that undecided. This result showed us the great majority of teachers use at least one electronics device in the teaching and learning process.

70.1 per cent of the respondents indicated for the item of lack of clear objectives, that from strongly disagree to disagree and 25 per cent of them responded that agree to strongly agree. But only 5.7 per cent of the respondents said that undecided. The result of this item told us school teachers have clearly stated instructional objectives in their schools.

Moreover, the great majority of all respondents from all categories of this questionnaire 81.6 per cent responded for the item of teachers'self-discipline that disagrees. And 13.8 of the respondents said that strongly agree to agree and only 4.8 per cent of them responded that undecided. This result showed us the great majority of teachers have self-discipline in their school.

In relation to the idea of teachers confusion in their responsibility that the respondents of the research 75.9 per cent reflected that from strongly disagree to disagree and only 17 per cent of them responded that from agree to disagree. But, only 6.5 per cent of respondents reflected undecided. The result of this item told us school teachers are not confused with their responsibility and authority.

In addition to that, the interview made to the principals and the question in the open-ended part of the questionnaire responded for the problems of time management practices in your school and the degree of your school time wastage that the above problems also reflected in similar way.

Table 6: Items Related to Techniques of Time Management Problem

	Statements		Rating Scale				
			SD	DA	UD	AG	SA
1	Teachers and administrative workers have enough strategies of time management.	%	24.8	31.8	4.4	21.6	17.1
		f	61	78	11	53	42
2	Time management strategies are not significant for teachers and administrative workers	%	23.6	39.1	1.6	26.9	8.5
		F	58	96	4	66	21
3	Awareness about time is effective strategy for time management.	%	13.0	15.5	3.6	31.0	36.7
		f	32	38	9	76	90

Table 6 shows the items related to techniques of time management problems. Under the item of having enough strategies of time management 139(56.6%) of respondents of the research said that from strongly disagree to disagree. And 95 (38.7%) of the respondents indicated strongly agree to agree. But 11 (4.4%) of them responded that undecided. These responses showed that teachers and administrative workers do not have enough strategies of time management.

In relation to the idea of the significance of time management strategies, the great majority of respondents 154 (62.7%) replied that from strongly disagree to disagree. And 87 (35.4%) of the respondents indicated strongly agree to agree. But only 4 (1.6%) of them responded that undecided. This result told us the great majority of teachers and administrative workers believed that time management strategies and techniques are significant to perform their tasks in the school effectively.

Moreover, under the item of time management awareness 67.7 per cent of the respondents reflected strongly agree to agree and 18.5 per cent of them implied from strongly disagree to disagree. But only 3.6 per cent of respondents said that undecided. These ratings reflected that high percentage of respondents agreed that awareness of time is effective strategy for time management. In addition to that, the interview made to the principals and the question in the open-ended part of the questionnaire responded for the problems of time management strategies in your school and the degree of your school time wastage that the above problems also reflected in similar way

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Summary of Major Findings

The previous chapter showed that the findings by using descriptive survey design and quantitative data about teachers', department heads', school principals', administrative workers and teachers associations' views on the problems of teachers' current time management practices in the teaching learning process in Addis Ababa City Administration KolfeKeranyo sub-city government preparatory and secondary schools. 245 respondents were involved in the study: 60 teachers, 12 school principals, 91 department heads, 40 from teachers associations' and 42 administrative workers. The respondents were selected from 8preparatory and secondary schools by using purposive sampling technique. Again, teachers' department heads, administrative workers and teachers associations were given questionnaire for completion and interview for school principals.

The objective of the study was to investigate the problems of teachers' current time management practices on the instructional process. To achieve the purpose, the researcher formulated questionnaire for teachers, department heads, administrative workers and teachers associations and interview for secondary school principals.

The questionnaire comprising both open ended and cloth ended items were distributed to the respondents. The aim of the questionnaire was to get information for:

i. What are the misconception of time management problems that influence teachers in secondary and preparatory school?
ii. What are the major procrastinations that contribute to the declining of academic performance in secondary and preparatory schools?
iii. To what degree do teachers create relevant strategies for time management?
iv. What are the effects of time utilization and management problems in Secondary and preparatory School operation?

The questionnaires were distributed to the respondents by the researcher; of course with the help of some colleagues and principals of the schools. The researcher has given sufficient orientation on how to distribute and collect the questionnaire and other related issues for his assistants. Prior contacts were made with the respondents to ensure their willingness to participate in the study and

to maximize the return rate of the questionnaire. Eventually, all the respondents: 60 teachers, 91 department heads, 40 from teachers associations' and 42 administrative workers filled out the questionnaires with all the necessary information and returned them. Interview checklists were prepared originally in English. It was administered to 12 school principals at the work places by the researcher himself. Then the questionnaire was tabulated and analyzed quantitatively using numbers and percentages. Based on the data and analysis made some results were found:

The overall ratings concerning problems of teachers' current time management practices in the school takes place in the case of the awareness of 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 cannot.

The majority of respondents 165(67.2%) reflected that teachers misunderstand that time is a crucial resource. This implies that teachers still have less awareness about the golden of time in their teaching learning process.

190 (77.5%) of respondents responded that time is equivalent to money. It's important to develop their awareness on time, 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 cannot.

The high percentage of respondents 151(61.5%) said about the significant difference of teachers' concepts on time from year to year is that their concept increased in small rate. Moreover, 171(69.7%) of the respondents said that wasting time is not considered at corruption. But 30 per cent of them responded that wasting time considered at corruption. Their response implies that teachers' awareness on time wasting and corruption is very low.

The majority of the respondents of the research 147(55.8%) reflected that the way of awareness creation such as training, workshop, panel, etc prepared for teachers to develop their attitude towards time, but, all this ways did not achieve the intended goal to bring change on the teachers perspective about time. Again, The high percentage of respondents 153(62.3%) reported that teachers do not provide ample time to discuss about time managing concepts at school level.

To sum up, from the data in Table 2, all of the items specified as problems of time were the teachers, misconceptions of time. From the statistical result, it is possible to conclude that teachers,

misconceptions of time are the weightiest reasons that force the teachers and staff to do the habitual and traditional practices unless corrective measures have been taken.

148 (56.2%) of the respondents of the research about concept of unique characteristics of time, the result of the item indicated us; the teachers' concept about the unique characteristics of time is not enough. On the other hand, the majority of the respondents 140 (57.1%) indicated that they have misconception on the approximately equally shared time resource.

158 (57.1%) of the respondents indicated that there is lack of perception on the strong relationship between time and other elements (such as innovation, money and business). Besides, almost equal number of respondents 120 (48.9%) agrees and 125 (50.9%) disagrees under the item of the understanding of time is irreplaceable resource or not.

The majority of the respondents 177 (71%) said that teacher' time utilization and management on the teaching and learning process is highly influenced culture. And 200 (81.6%) of the respondents of this research said that teachers and other workers in their work place lack of knowledge on how to practice time in the manageableways.

The high percentage of respondents 136 (55.4%) indicated that the school culture of time management is not satisfactory on the teaching and learning process. In addition to that, 131 (53.4%) respondents showed us teachers considered time as unmanageable resource in the school and they manage it ineffectively.

154 (64.8%) of the respondents indicated this responses for the item reflected that the majority of teachers and other workers in the school do not utilize their time up to the maximum extent. In addition to that,179 (70%) this great majority of respondents of the research reflected for the item many of us say we have time, we will do it tomorrow that strongly agree and agree. In another way, 54(22%) of the respondents said that strongly disagree to disagree and only 12 (4.8%) of them said that undecided. These responses showed that majority of teachers perform their tasks without their yearly and monthly plans and transfer activities from the time those planed.

The majority of respondents of the research 142 (57.9%) implied that the majority of teachers and other workers in the school do not considered wasting time is similar with corruption. Moreover,

206 (84%) respondents responded for the item of the presence of time wasters that there are a great number of time waster teachers and other administrative workers find in the school.

The great majority of respondents of the research 157(59.9%) respondents said that top time wasters of teachers and administrative workers are identified and known by all members of the school. In addition to that, time wasters' identification in the school is beyond work time punctuality.

164 (66.9%) of respondents indicated that majority of teachers do not maintain to do list priority. Moreover, 156 (62.6%) of the respondents reflected the conscious of true reasons for procrastination that teachers are not conscious for the true reasons of procrastination. Besides, 169 (88.9%) indicated that teachers are not delegated for tasks to perform in place of others and not allowed to share experience of others.

The great majority of respondents 155 (63.2%) replied that teachers do not use effective techniques for completing tasks on which they are procrastination. On the other hand, the great majority of teachers 218 (88.9%) said that they use at least one electronics device in the teaching and learning process.

172 (70.1%) of the respondents indicated that school teachers have clearly stated instructional objectives in their schools. Besides, the great majority of all respondents from all categories of this questionnaire 200(81.6%) responded that great majority of teachers have self-discipline in their school. In addition to that, great majority of respondents of the research 186 (75.9%) reflected that school teachers are not confused with their responsibility and authority.

On the other hand, the high percentage of respondents 139(56.6%) indicated that teachers and administrative workers do not have enough strategies of time management. Besides, the great majority of respondents 154 (62.7%) replied that teachers and administrative workers believed that time management strategies and techniques are significant to perform their tasks in the school effectively.

166 (67.7%) of the respondents reflected that awareness of time is effective strategy for time management. Again, the interview made to the school principals and the question in the open-ended part of the questionnaire responded that teachers and administrative workers have lack of awareness on time and time management techniques and strategies.

5.2. Conclusion

Based on the findings from the respondents of the research about the problems of teachers' current time management in the instructional process in Addis Ababa City Administration KolfeKeranyo sub-city selected government secondary and preparatory schools, the concerned bodies or stockholders of education (teachers, parents, education administrators and the community at large) should prepare various workshops, seminars and short term trainings which aim at changing the school principals', administrative workers and teachers' awareness on time management practices.

There is also a need to improve lack of authority to make decisions. There are some minor decisions that still requires teachers to consult their heads of departments before taking actions and thus cause them to feel stressed and hence failure to perform their duty as well as meeting work deadlines.

This study investigated problems of teachers' current time management practices in the teaching – learning process in KolfeKreanyo sub-city government preparatory and secondary schools. In time management practice, much of time during work is spent on answering to incoming telephones and e-mails, besides that socialization within the school is consuming time which could be used to meet work deadlines. Moreover, job motivation as well as job satisfaction seems to be in a good rank to make teachers feel comfortable with their jobs and increasing their job performance.

More specifically, the study found out that setting priority on each assigned tasks is not enough, also teachers time management practices of government preparatory schools in Addis Ababa, need to clarify and revise their objectives, estimating the time needed to accomplish a certain tasks, planning their day before hand and evaluating the progression of the work.

Finally, this study investigated that the time management of preparatory schools contributed at large to make workers fail to observe proper time management at workplace. The management

failed to administer the proper penalties as directed by legal provisions. The teachers failed to accomplish their task on time bearing in mind that there would be no any strong legal action taken against them such as losing their jobs

5.3. Recommendations

Based on the findings and conclusions of the study, the following recommendations were made to reduce problems of current time management practices in the teaching learning process in KolfeKeranyo sub-city government secondary schools.

1. It is recommended that the school management body should arrange trainings and seminars to improve teachers' awareness about time and its management techniques and strategies; and evaluate and provide feedback for their regular change on time management practices.

2. The management body encourage teachers to prepare a to do list at least in a week. This helps to remember the task performed at a time, to take control on completing tasks and to take appropriate measures on top time wasters on time.

3. It seems that change the culture of time utilization in the school; motivate teachers to use their time up to the maximum extent and practice time wasting considered as corruption.

4. A further large scale study on problems of time management practices of teachers' on the instructional process carried in the education sector so as to complete the gap observed in this study by using different instruments including questionnaire, interview and critical observation.

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Appendices

ADDIS ABABA UNIVERSITY
SCHOOL OF GRAGUATE STUDIES
COLLEGE OF EDUCATION AND BEHAVIORAL
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT
(EDPM)

General direction to Teachers, Department Heads, TA's & Administrative workers

The purpose of this questionnaire is to gather data for a study about problems of teachers' current time management practices on the teaching and learning process in KolfeKeranyo sub – city government secondary schools.

Since the success of this study depends on your genuine responses, you are kindly requested to be honest about all items provided in this questionnaire. The information gathered will be confidential and will not be used for other purpose than the study. All answers are strictly confidential.

You are not requested to write your name. Thank you in advance for your cooperation.

PART ONE

Background Information

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

1. School Name ----------
2. Sex: female ☐ male ☐
3. Age: Below 26 years ☐ 26-30 years ☐ bove 30 years ☐
4. Educational status: BA/BSC ☐ MA/MSC ☐
5. Years of service: Below 6 years ☐ 6-10 years ☐ 11 – 15 years ☐

above 16 years ☐

PART TWO

Rating Items

Instruction 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 strongly disagree (SD), 2 for disagree (DA), 3 for undecided (UD), 4 for Agree (AG) and 5 for strongly Agree (SA).

	Statements	Rating Scale				
		SD	DA	UD	AG	SA
1	Teachers' misunderstand to time as crucial resource	1	2	3	4	5
2	Time is equivalent resource to money	1	2	3	4	5
3	Time wasters consider it with corruption	1	2	3	4	5
4	Teachers' concepts of time have no significant difference from year to year.	1	2	3	4	5
5	Teachers don't discuss at school level about the concept of time	1	2	3	4	5
6	No more awareness of time is given to teachers.	1	2	3	4	5
7	Teachers don't give the maximum weight to time	1	2	3	4	5

PART THREE

Instruction III: Below are some statements about the Misconception of Time on its peculiarity and association. Read each statement carefully and put "√" mark below the number of your response for each statement.

	Statements	Rating Scale				
		SD	DA	UD	AG	SA
1	Inadequate concept on unique characteristics of time	1	2	3	4	5
2	Misconceive as everyone of us equally shared to time	1	2	3	4	5
3	Lack of perception on the strong relation of time to other elements	1	2	3	4	5
4	Less conception on the association of time with , innovation, money and business	1	2	3	4	5
5	Most of us understand time is irreplaceable resource	1	2	3	4	5

PART FOUR

Instruction IV:Below are some statements about the Time Utilization and Management Problems. Read each statement carefully and put "√" mark below the number of your response for each statement.

	Statements	Rating Scale				
		SD	DA	UD	AG	SA
1	Teacher's time utilization is influenced by the culture.	1	2	3	4	5
2	Teachers and other workers have lack of good practices of time.	1	2	3	4	5
3	School's culture of time management is not satisfactory	1	2	3	4	5
4	Teachers and other workers utilize their time up to the maximum extent	1	2	3	4	5
5	Time is un manageable budget so that a school manage it in effectively	1	2	3	4	5
6	Wasting time is similar with corruption of other resources at school	1	2	3	4	5
7	Many of us we say we have time, we will do it tomorrow	1	2	3	4	5

PART FIVE

Instruction V: Below are some statements about the Time wasters in Teachers' Time Management. Read each statement carefully and put "√" mark below the number of your response for each statement.

	Statements	Rating Scale				
		SD	DA	UD	AG	SA
1	There are time wasters in our school.	1	2	3	4	5
2	Teachers' & workers top time wasters are not identified.	1	2	3	4	5
3	Teachers' identification of time waster's is not beyond work time punctuality.	1	2	3	4	5
4	Teachers maintain a "To-Do" list priority.	1	2	3	4	5
5	Teachers are conscious of true reasons for procrastination.	1	2	3	4	5
6	Teachers use effective techniques for completing tasks on which they are procrastination.	1	2	3	4	5
7	Teachers delegate tasks whenever possible.	1	2	3	4	5
8	Teacher& workers uses at least on electronic device.	1	2	3	4	5
9	Teachers can be lack of clear objective.	1	2	3	4	5
10	Teachers & workers can be lack of self-discipline.	1	2	3	4	5
11	Teachers confused with their responsibility and authority.	1	2	3	4	5

PART SIX

Instruction VI: Below are some statements about the Techniques of Time Management problem. Read each statement carefully and put "√" mark below the number of your response for each statement.

	Statements	Rating Scale				
		SD	DA	UD	AG	SA
1	Teachers and administrative workers have enough strategies of time management.	1	2	3	4	5
2	Time management strategies are not significant for teachers and administrative workers	1	2	3	4	5
3	Awareness about time is effective strategy for time management.	1	2	3	4	5

1. What are the problems of time management practices in your school?

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2. What measures have taken for time waster teachers and administrative workers?

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3. What do you suggest to take actions on time wasters?

   ---

4. Do you know what kind of strategies teachers and administrative workers used for managing their time?

Thank you again

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(EDPM)

Interview questions conducted to school principals

1. How do you explain the degree of your school time wastage?
2. What are the consequences of poor time management in your school?
3. What are the general responsibilities of your teachers and administrative workers in this issue of time management?
4. Are there any rules set to those who fail to meet work deadlines?
5. What kind of motivation are you providing to your teachers and administrative workers?
6. How do you handle the stressof time management in your school?

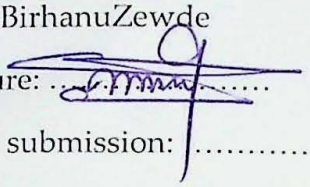
Thank you again

I, the undersigned, declared that the thesis is my original work and all the materials used have been duly acknowledged.

Place: Addis Ababa University

College of Education

Name: BirhanuZewde

Signature: 

Date of submission: .....