

**INFLUENCING FACTORS ON THE EFFECTIVENESS OF TIME MANAGEMENT
AMONG TEACHERS OF LEARNING DISABILITIES IN ENGLISH LANGUAGE
FROM THEIR POINT OF VIEW**

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ABSTRACT

This study aimed at identifying the factors affecting the time management of teachers of LDs in English language from their point of view by answering the following questions. What are the most important factors that negatively affect the time management of teachers of LDs in English language from their point of view? And what is the degree of influence of these factors on the time management of teachers of LDs in English language from their point of view? The data were collected by using an open-ended question, and a questionnaire developed by the researcher for this purpose, which consisted of (15) items. The mean scores, standard deviations, t-test, and one-way analysis of variance were used to analyze data. The study found several factors that negatively affect the time management of teachers of LDs in English language from their point of view. The most important of which is the multiplicity of jobs and tasks, which leads to confusion in time management schedules, the lack of sufficient time at work to complete jobs and adherence to work schedules, and the lack of sufficient awareness on the subject of time management, and the absence of material incentives. The study recommended the necessity of holding training courses and workshops for time management for teachers of LDs in English language from their point of view.

Key Words: Time Management, Learning Disabilities In English, Factors, Teachers.

1. INTRODUCTION

The concept of time, its use and management, has received huge attention in public and private institutions, both at the local and international levels. Several studies have been conducted in this field (Baidas, 2010; Al-Qaryouti, 2009; Rajoub, 2006), which sought to show the impact of factors affecting negatively in time management. Just as the available economic resources are scarce, time is the scarcest and limited of all. It is the most valuable resource because it is not compensable in the event of its loss, as are other resources. However, time is the most wasted of these resources, the least exploited, and the costliest.

Time planning takes a long time, which prompts the individual to focus on his daily work or short-term periods. Many people (administrators in particular) make many excuses for not planning their time. One of the reasons for this may be that they do not have enough information to do time planning, or their fear of failure, which may draw attention to them.

Al-Qaryouti (2009) classified the factors of wasting time into organizational factors, which include phone calls, sudden visits, long meetings, crises, lack of clarity of goals, poor

organization, lack of delegation of powers, preoccupation with daily routines, and insufficient information. The other factors include subjective factors, such as anxiety, inability to coerce others, excessive time at disposal, excessive secrecy, and fear of losing power.

Time management in schools is not given the necessary attention, as a lot of time is wasted in many institutions and is not fully exploited without knowledge, in areas not related to official work. This in turn represents a burden on efficiency and productivity. Despite the importance of time, the Jordanian field studies on time management indicated the absence of a clear philosophy for the importance of time and the waste of resources resulting from mismanagement. Official working time is not used effectively either for lack of awareness of this important resource or for the lack of a clear idea of the tasks and the duties to be performed. Al-Qaryouti (2009) indicated that more than (22%) of the official working time is spent on personal work, and all employees at different administrative levels are equal in that, regardless of their social status or age groups.

Therefore, there was huge interest in time management and optimal use of all available resources to accomplish the tasks required at work within official working hours. This study came to shed light on the most important factors behind wasting time and the problems of managing it among teachers of LDs in English language and the degree of their impact on them.

This study aimed at identifying the factors influencing the effectiveness of time management among teachers of LDs in English language by answering the open question and the degree of its impact on them. More precisely, the study aims to answer the following questions:

1. What are the most important factors that negatively affect the time management of teachers of LDs in English language from their point of view?
2. What is the degree of impact of these factors on the time management of teachers of LDs in English language from their point of view?

This study is significant as it deals with an important and sensitive topic that is considered one of the foundations of success in schools. The Arabic literature lacks research and studies that examine the issue of factors affecting the effectiveness of time management for teachers of LDs in English language. The results of this study will assist decision-makers to find methods to reduce the negative factors affecting time management among teachers.

The study was limited to a stratified random sample of teachers of LDs in English language in Irbid Governorate for the academic year 2019/2020.

2. LITERATURE REVIEW

Time is one of the rarest resources in management. The time that passes without achieving tangible results, is wasted time forever. Workers spend their time solving crosswords, reading newspapers, or in worthless conversations. Even some managers leave their work for a social visit, which is a waste of time. This all shows the importance of time in our culture and the lack of time management. As good time management does not mean managing it at work only, but also in its good use in other areas of life such as the social, recreational, and cultural fields. Hence, individuals must organize their time and define their goals in all aspects of life (Temp, 2000).

Despite the great importance of time, interest in the topic of time management in the comprehensive and currently recognized concept began in the late fifties and early sixties of the twentieth century. Several research, studies, articles, and books in the field of time began to appear. The economic, cultural, and social developments had a significant impact on increasing the interest in the issue of time management, especially the tremendous technological developments in the field of communications and transportation, the high rates of investment in projects, the high production costs, and others. Many of these scientific contributions began in the West, where many researchers pointed out the British time management style (Stewart, 2011), and others pointed to the factors that lead to lost time (Drucker, 2010).

Time is the most solid and most flexible element in existence. It is an element that can be managed effectively, and if we cannot manage that, we cannot manage something else (Mackenzie, 2011). Using time properly and effectively helps us reach our goals in life (Soliman, 2011). 2000). Time is one of the environmental variables of the administrative apparatus without the authority or ability to control it, as no one can advance or delay time or even increase it (Al-Nimr, 2005).

If we agree that the time element is limited, precious, and rare, the teacher's focus must be on achieving the optimal use of time. The administrative concept of time management is not limited to the time of the teacher but includes the time of devices, equipment, and buildings. Therefore, time management must become one of the basic concepts of the manager in civil organizations (Hamami, 2008).

The teacher's skill of using his time is a basic skill if he wants to be an effective teacher who achieves the goals of his organization. It is an essential skill because it means self-management (Maayah, 2015). It requires the efficient manager to practice it at work, at home, and everywhere (Al-Sharari, 2004). Many experts in the field of management indicate that the teacher's adequacy in performing his duties is affected by his efficiency in managing his time and the time of students (Drucker, 2010).

Previous studies

Al-Bandari (2021) identified effective time management with school principals in Al Batinah North Governorates in the Sultanate of Oman in terms of the effect of gender, job title, educational qualification, and years of experience. The study sample included (232) principals. The study used a questionnaire consisting of (6) areas. The results showed that the effective time management for planning ranged between medium and few. The study also showed the presence of significant differences according to the gender variable for females. The findings indicated that there were differences according to the educational qualification variable for those who qualify higher than a bachelor.

Al-Salma (2020) presented a future vision to activate time management in the school management system in the Kingdom of Saudi Arabia. The study used the descriptive approach. The final report included topics related to Dimensions of Time Management in School Management System: School Management System and its Effective Roles - Time Management in School Administration. The study concluded by presenting the future vision on the approaches of activating time management in the school management system in Saudi Arabia.

Aliwa et al (2020) identified the effectiveness of a training program based on the skill of time management in reducing aggressive behavior and non-compliance with instructions among first-grade secondary students. The sample of the study consisted of (20), who were divided into an experimental group and a control group. The study used the quasi-experimental approach. The study found the effectiveness of the program in reducing aggressive behavior and non-compliance with instructions among class students.

Al Sharif (2020) explored the time management of school leaders and their role in the success of the educational process during the school day. The study followed the descriptive approach and developed a survey of 45 items distributed to a random sample of 86 school leaders in Rijal Alma. The findings revealed that the importance of time management for school leaders in the success of the educational process was moderate. The study showed there were no statistically significant differences between the response of the study sample in favor of experience and educational qualification of time management manifestations of school leaders in the success of the educational process.

Al-Anzi (2017) explored the teachers' current practice of time management, strategies used, their point of view of obstacles. The researcher also wants to investigate if there are differences among the sample about the variables (number of years of experience and number of workshops attended). She used the descriptive method using the self-designed survey. The sample consists of 72 teachers of students with learning disabilities. Findings indicate that teachers have time management at medium level and time management obstacles present also at medium level.

3. METHODOLOGY

Sampling

The study population consisted of (30) male and female teachers in Irbid governorate, and the study sample consisted of (20) male and female teachers of LDs in English language.

Instrument

The first instrument consisted of an open-end question: What are the most important factors affecting your time management while performing your job duties and tasks? The researcher relied on previous studies and theoretical literature to identify (15) factors that negatively affect the time management of the sample members and contribute to wasting their official time. The second instrument was a questionnaire to measure the effect of factors influencing time management among teachers.

To ensure the validity of the instrument, it was presented to four specialized judges. They were asked to express their opinion on the linguistic formulation of the paragraphs, their suitability, and the extent to which they cover the subject in general. The questionnaire consisted in its final form of 25 statements.

The researcher used the Pearson correlation coefficient, test, and re-test method to ensure the reliability of the instrument. 15 questionnaires were distributed to (15) male and female teachers

from outside the study sample for two consecutive times at an interval of two weeks, and the reliability coefficient of the whole instrument was (0.82).

4. RESULTS AND DISCUSSION

First: the results related to the first question:

The researcher used the content analysis method for the answers provided by the sample members to the open question, which states: What are the most important factors that affect the management of your time while performing your job duties and tasks?

The researcher relied on the concepts as a basis for analysis and reached the following factors that negatively affect the time management of the sample members:

- The presence of chaos and irregularity in some areas of work.
- Lack of sufficient awareness on the topic of time management.
- Lack of a flexible method in dealing with time problems.
- Lack of necessary training in the field of time management.
- Lack of material incentives and job security.
- Excessive psychological pressure and stress at work.
- Many committees and meetings.
- Assigning the teacher tasks that are not related to his job title.
- Overlapping of work tasks.
- Lack of a developed technical program for work and procedures.
- Filling in for absent colleagues.
- Delayed arrival of administrative circulars.
- Computer malfunctions and the use of underdeveloped computing systems.
- Some teachers do not understand their duties and responsibilities.
- Failure to keep pace with global developments in the field of technology and communication, and the subsequent development in performance.

The answers of the sample members to the first question showed their focus on several factors. These factors include organizational factors such as excessive pressure and stress at work, lack of cooperation of employees working in the same department, chaos and irregularity in work areas, and the multiplicity of jobs and tasks. There were also technical factors, such as lack of awareness related to the issue of time management and the inability to reconcile between the job and the home, the absence of a job description, and assigning the employee to tasks not related to his job title, in addition to the absence of a developed technical program for work and procedures. Teachers feel that they are unappreciated by their superiors and colleagues, as well

as frequent malfunctions in computers, all of which are factors that negatively affect time management. The reason for this may be attributed to the fact that schools still suffer from many problems that require the administrations of these schools to study this subject in-depth to find out the reasons that stand behind it and finding effective and quick solutions.

Second: the results related to the second question:

To answer the second question, the mean scores and standard deviations were calculated for each paragraph of the questionnaire. Table (1) shows the mean scores and standard deviations of the estimates of the sample members.

Table 1. The mean scores and standard deviations of the estimates of the sample members

No.	Statement	Mean score	Standard deviation	rank
6	Lots of psychological pressure and stress at work.	3.97	0.98	1
9	Overlapping work tasks.	3.91	1.06	2
1	The presence of chaos and irregularity in some areas of work.	3.90	0.86	3
13	Computer malfunctions and the use of underdeveloped computing systems.	3.87	0.97	4
3	Lack of a flexible method in dealing with time problems.	3.85	0.83	5
11	Filling in for absent colleagues.	3.80	0.85	6
8	Assigning the teacher tasks that are not related to his job title.	3.78	0.95	7

14	Some teachers do not understand their duties and responsibilities.	3.78	0.97	7
2	Lack of sufficient awareness on the topic of time management.	3.77	0.76	9
10	Lack of a developed technical program for work and procedures.	3.76	0.80	10
4	Lack of necessary training in the field of time management.	3.72	1.02	11
7	Many committees and meetings.	3.70	0.96	12
15	Failure to keep pace with global developments in the field of technology and communication, and the subsequent development in performance	3.68	0.82	13
5	Lack of material incentives and job security.	3.64	0.96	14
12	Delayed arrival of administrative circulars.	3.63	0.97	15

It is clear from the table that most of the paragraphs are highly rated. As it is clear from the table that the factor (a lot of psychological pressure and stress at work.) came in the first place with a mean score of (3.97) and a standard deviation of (0.98), while in the factor (delayed arrival of administrative circulars) came in the last rank with a mean score of (3.63) and standard deviation of (0.97).

The results showed that there is a problem in time management among the members of the studied sample. The findings showed that teachers of LDs in English language suffer from a problem in managing time. The reason behind wasting this time may be the lack of clarity of the goals and objectives of the meetings, or the lack of knowledge of the order of the meeting items in order of priority, which leads to this result. These findings are consistent with Al-Qaryouti (2009) and Alexander Hamilton Institute (1984).

5. CONCLUSION

The study concluded the presence of severe problems in the skills of time management among teachers of LDs in English language in Irbid Governorate, Jordan. Time management programs and training play a big role in developing these skills among teachers. The findings showed the presence of different factors that affect the time management skills, which need to be addressed by providing feasible and strong solutions from the schools' administrations and from the Ministry of Education.

6. RECOMMENDATIONS

Based on the results of data analysis, the researcher recommends the following:

- The necessity of developing a special culture of time management and showing its importance
- Conducting a study to find out the adequacy of the number of teachers compared to the tasks to be performed, to see if there is a shortage or increase in their numbers.
- Holding training courses and workshops on time management skills.

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