PROCRASTINATION AND TIME MANAGEMENT COMPETENCY AMONG PRIMARY SCHOOL TEACHERS IN CUDDALORE DISTRICT

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RESEARCH PROJECT REPORT-2023-2024

DISTRICT INSTITUTE OF EDUCATION AND TRAINING VADALUR, CUDDALORE DISTRICT - 607303

DECLARATION

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I hereby declare that the research project entitled "**PROCRASTINATION AND TIME MANAGEMENT COMPETENCY AMONG THE PRIMARY SCHOOL TEACHERS IN CUDDALORE DISTRICT".** submitted by me to the State Council of Educational Research and Training, Chennai-600006 is the result of my original and Independent Project work carried out under the guidance of The Principal, District Institute of Education and Training, Vadalur, Cuddalore District. This work has not been submitted earlier for completing any project work or other similar titles in this or any other Institution.

Place: Vadalur

Date :

(A.S.Rajesh kumar)

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CERTIFICATE

Dr.G.PALANI, Ph.D.,
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This is to Certified that this project work entitled **"PROCRASTINATION AND TIME MANAGEMENT COMPETENCY AMONG THE PRIMARY SCHOOL TEACHERS IN CUDDALORE DISTRICT".".** is done by Mr. A.S.Rajesh kumar, Senior Lecturer, District Institute of Education and Training, Vadalur, Cuddalore District and the report has been submitted to the State Council of Educational Research and Training, Chennai-600006.

Place: Vadalur
Date :

Signature.

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INTRODUCTION

CHAPTER – I

1.1 INTRODUCTION

Teachers are the important resources in the society. Such teacher man power has to be viewed in a view of training them in different psychological and sociological variables. With such training their skills and competency level will be increased. With such orientation, the present study tries to find out two important variables namely procrastination and time management among school teachers.

1.2 PROCRASTINATION

Procrastination (from Latin's "procrastinare", that translates in to: the prefix pro-, 'forward', and the suffix -crastinus, 'till next day' from cras, 'tomorrow') is the avoidance of doing a task that needs to be accomplished. Sometimes, procrastination takes place until the "last minute" before a deadline.

Procrastination can take hold on any aspect of life—putting off cleaning the stove, repairing a leaky roof, seeing a doctor or dentist, submitting a job report or academic assignment or broaching a stressful issue with a partner. Procrastination can lead to feelings of guilt, inadequacy, depression, and self-doubt.

1.3 ACADEMIC PROCRASTINATION

According to an Educational Science Professor, Hatice Odaci, academic procrastination is a significant problem during college years in part because many college students lack efficient time management skills in using the Internet. Also, Odaci notes that

most colleges provide free and fast twenty-four-hour Internet service which some students are not usually accustomed to, and as a result of irresponsible use or lack of firewalls these students become engulfed in a world of procrastination.

"Student syndrome" refers to the phenomenon where a student will begin to fully apply himself or herself to a task only immediately before a deadline. This negates the usefulness of any buffers built into individual task duration estimates. Results from a 2002 study indicate that many students are aware of procrastination and accordingly set binding deadlines long before the date for which a task is due. These self-imposed binding deadlines are correlated with a better performance than without binding deadlines though performance is best for evenly spaced external binding deadlines. Finally, students have difficulties optimally setting self-imposed deadlines, with results suggesting a lack of spacing before the date at which results are due. In one experiment, participation in online exercises was found to be five times higher in the final week before a deadline than in the summed total of the first three weeks for which the exercises were available. Procrastinators end up being the ones doing most of the work in the final week before a deadline.

Other reasons cited on why students procrastinate include fear of failure and success, perfectionist expectations, as well as legitimate activities that may take precedence over school work, such as a job.

Procrastinators have been found to receive worse grades than non-procrastinators. Tice et al. (1997) report that more than one-third of the variation in final exam scores could

be attributed to procrastination. The negative association between procrastination and academic performance is recurring and consistent.

Howell et al. (2006) found that, though scores on two widely used procrastination scales were not significantly associated with the grade received for an assignment, self-report measures of procrastination on the assessment itself were negatively associated with grade.

In 2005, a study conducted by Angela Chu and Jin Nam Choi was published in the *Journal of Social Psychology*, in which they intended to understand task performance among procrastinators with the definition of procrastination as the absence of self-regulated performance, from the 1977 work of Ellis & Knaus. In their study they identified two types of procrastination: the traditional procrastination which they denote as passive, and active procrastination where the person finds enjoyment of a goal-oriented activity only under pressure. The study calls this active procrastination positive procrastination, as it is a functioning state in a self-handicapping environment. In addition, it was observed that active procrastinators have more realistic perceptions of time and perceive more control over their time than passive procrastinators, which is considered a major differentiator between the two types. But surprisingly, active and passive procrastinators showed similar levels of academic performance. The population of the study was college students and the majority of the sample size were women and Asian in origin. Comparisons with chronic pathological procrastination traits were avoided.

Different findings emerge when observed and self-report procrastination are compared. Steel et al. constructed their own scales based on Silver and Sabini's "irrational" and "postponement" criteria. They also sought to measure this behavior objectively. During

a course, students could complete exam practice computer exercises at their own pace, and during the supervised class time could also complete chapter quizzes. A weighted average of the times at which each quiz was finished formed the measure of observed procrastination, whilst observed irrationality was quantified with the number of practice exercises that were left uncompleted. Researchers found that there was only a moderate correlation between observed and self-reported procrastination ($r = 0.35$). There was a very strong inverse relationship between the number of exercises completed and the measure of postponement ($r = -0.78$). Observed procrastination was very strongly negatively correlated with course grade ($r = -0.87$), as was self-reported procrastination (though less so, $r = -0.36$). As such, self-reported measures of procrastination, on which the majority of the literature is based, may not be the most appropriate measure to use in all cases. It was also found that procrastination itself may not have contributed significantly to poorer grades. Steel et al. noted that those students who completed all of the practice exercises "tended to perform well on the final exam no matter how much they delayed."

Procrastination is considerably more widespread in students than in the general population, with over 70 percent of students reporting procrastination for assignments at some point. A 2014 panel study from Germany among several thousand university students found that increasing academic procrastination increases the frequency of seven different forms of academic misconduct, i.e., using fraudulent excuses, plagiarism, copying from someone else in exams, using forbidden means in exams, carrying forbidden means into exams, copying parts of homework from others, fabrication or falsification of data and the variety of academic misconduct. This study argues that academic misconduct can be seen as a means to cope with the negative consequences of academic procrastination such as performance impairment.

1.4 CHARACTERISTICS OF PROCRASTINATORS

Procrastinators disappoint other people and themselves by not keeping promises that they make.

1 They constantly seek excitement and attention through the negative attention generated by passive aggressive behaviour.

2 They are regularly late for appointments.

3 Humans regularly procrastinate greatly over the things they have to do. In college this results in poor academic achievement.

4 They tend to put off making decisions.

5 They tend to avoid concentrating on studies and engage in daydreaming or switching to other less important tasks.

6 The procrastinators may struggle with feelings of low self-confidence and low self-esteem. They may insist upon a high level of performance even though they may feel inadequate or incapable of actually achieving that level.

7 The procrastinators may spend considerable time justifying their reasons of being busy, the time that they could have actually spend doing studies.

8 Procrastinators may express stubbornness or pride.

9 Procrastination may control or manipulate the behaviour of others.

10 Procrastination is often difficult to eliminate since the delay behaviour has become a method of coping with day-to-day pressures and experiences.

11 The procrastinators often cannot understand their behaviour or why they cannot get work done like others which is frustrating for them.

On the basis of the foregoing discussion on the definitions, views and opinions of the notable psychologists on Procrastination, and its characteristics,

1.5 TYPES OF PROCRASTINATIONS

Procrastination can be categorized into two basic classifications: - First one of them is procrastination as personality traits, which is mainly based on procrastination in decision-making and life routine of daily living;

Second type is conditional procrastination including also the academic procrastination.

Again, Milgram, Batori, and Mowrer (1993) identified five categories of procrastination: -

(i) Life routine procrastination,

(ii) Decisional procrastination,

(iii) Neurotic procrastination,

(iv) Compulsive procrastination, and

(v) Procrastination.

Procrastination can be studied under five different subtitles as follows:

a) **General Procrastination-** Procrastination behaviour in general is described as the difficulties that an individual has in performing daily tasks due to incapability to organize time and management effectively (Ferrari, 1995).

b) **Procrastination-** Solomon and Rothblum (1984) defined Procrastination behaviour as doing homework, preparing for exams or doing the term papers assigned at the end of the term at the last minute.

c) Decision-making Procrastination- Decision making procrastination is illustrated as the incapability of making proper decisions about different experiences (Effert & Ferrari, 1989).

d) Neurotic Procrastination- Neurotic procrastination behaviour is represented as a tendency towards procrastination decisions about important matters in the individual 's life (Ellis & Knaus, 1977). e) Non-obsession or Non-functional Procrastination- Non obsession or functional procrastination behaviour is depicted as procrastination in making behavioural decisions (Ferrari, 1991).

1.6 REASONS FOR PROCARSTINATION

Five reasons for procrastination by the teachers can be:

1. **Skill deficits-** Procrastination reasons in this category fall into two main subcategories:

a) **Lack of skill** in doing the thing one is procrastinating on. Sometimes people procrastinate on doing something because they literally don't know how to do the task

b) They don't have the necessary skills of time management skills. Other times people procrastinate on important tasks because they don't know how to manage their time so everything gets done.

2. **External obstacles-** There are two main subcategories of external obstacles:

   other-imposed and self-imposed.

a) Other-imposed external obstacles involve not taking into account the unreliability of other people. For example, if getting something done depends on someone else being on time and they typically are not, one has to take this into account when making a plan. One can't control someone else, but one can control how one respond.

b) Self-imposed external obstacles involve being over-committed. Often people can't get stuff done simply because they are trying to do too much. Again, the solution is to accept

reality, and take it into account when making a plan. If one has too much to do, something must go. If one think nothing can go, think again. If it's too much, something will go whether one like it or not, so one might as well consciously choose what to let go of. If one let it happen by default, the most important things may not get done.

3. **Emotional problems-** Fear of success, fear of failure, passive aggression, perfectionism, adrenaline addiction (enjoying crisis), rebellion etc. fall in this category of Procrastination. This further can be categorized in two main subcategories: self-sabotage and other-sabotage. One needs to ask oneself whether his/her procrastination affects other people, or only harms him/her. Being chronically late, for example, affects other people and may be a sign of passive-aggressive hostility.

4. **Addictive escapism**- Chronic procrastination is not a time management problem.

5. **Unrecognized inner truth**- Sometimes when people procrastinate, it's their unconscious trying to tell them something important.

Steele's (2007) survey has suggested that the following factors can impact on individual response to task procrastination:

i. **Aversion to the task**- Some Procrastination is linked to avoidance of an unpleasant task. The student may well have the ability, but not the inclination, to pursue a particular task that holds little interest for him or her. The inclination to do this is in proportion to the importance of the task to overall success and failure on a course. So, if an assignment is not vital to the overall result, it is more likely that procrastination will occur. In this situation both the incentives and rewards are weak. Aversion to the task thus implies avoidance of an unpleasant, boring or difficult task for as long as possible.

ii. **Worry about failure**- Worry about failing; prefer to be viewed and judged by others as lacking in effort, rather than ability

iii. Depression or mood related- Low energy/motivation levels, arising depression, or just not in the mood 'responses to tasks.

iv. Rebellion- Delaying starting tasks because of resentment about the task itself, or person imposing it.

v. Impulsiveness- Easily swayed from one task to another; pursuit of immediate gratification or sensation and worry later.

vi. Time management issues- Under-estimation of time needed to complete set tasks. A procrastinator is unable to manage time wisely. It implies uncertainty of priorities, goals and objectives. There is also a feeling of overwhelms doing a certain task. Subsequently, one postpones doing academic assignment for a certain data, while focusing on unproductive activities.

vii. Inability to concentrate or having low levels of conscientiousness or ones work is a second reason for procrastination This difference may be due to distortions in the environment, such as noise, cluttered study desk or trying to do an assignment on a bed.

viii. Another factor for procrastinating is the fear and anxiety related to failure. A person in this category would spend more time worrying about forthcoming tests and projects rather than plan for it and completing them.

ix. Negative belief about one's capability is another reason to procrastinate.

x. Unrealistic expectation and perfectionism may also be another blocking hurdle
for procrastination.

xi. Environmental factors like for example; place of study has an impact on motivation to start.

xii. Nature or nurture? Whether chronic procrastinators are born or made is still a subject under study. Joseph Ferrari believes that procrastination is made by family influence.

This might be by imitation of parental behaviour – or because of rebellion against an over controlling parent or parents who pressure their children to complete tasks to their agendas and timetable (Ferrari et al., 1995). However, some commentators see a link between procrastination and inherited traits, such as a tendency to anxiety (Burka & Yuen, 1984).

1.7 TIME MANAGEMENT COMPETENCY

Time management refers to a range of skills, tools, and techniques used to manage time when accomplishing specific tasks, projects and goals. This set encompasses a wide scope of activities, and these include planning, allocating, setting goals, delegation, analysis of time spent, monitoring, organizing, scheduling, and prioritizing. Initially time management referred to just business or work activities, but eventually the term broadened to include personal activities as well. A time management system is a designed combination of processes, tools and techniques

Time perception has been found to be very important in determining academic achievement. A number of studies have showed a positive correlation between academic achievement and time perception (Achamamba, 1990; Josephs and Halan, 1995; Promod, 1996).

Any teacher must become fully conscious of the dimension of time in classroom instruction for curriculum transaction. There is rigorous budgeting of time for a well-rounded spectrum of teaching-learning activities in the classroom. He or she must plan the various modes of activities-presentation, questioning for formative evaluation, on-the-spot assignments, drills and practices as also the distribution of floor time for slow, average and

fast learners. Time budgeting across the various activities must be in proportion to their putative contribution to the eventual mastery of communication.

Raja Ganesan, 2006 says that the student teachers must be monitored and evaluated on this dimension of time management during their practice teaching program. There may be quite a number of time-wasters in teaching.

1.8 PRINCIPLES OF TIME MANAGEMENT COMPETENCY

Budren, Paul E. (1991) gave the following eight basic principle of time management.

1. Know yourself

The first step toward understanding how you use time is to look closely at oneself. People need to understand their values, needs, beliefs, attitudes, and habits in relation to time. If a discrepancy exists between the person's needs and the use of time, it may point out to a source of frustration. Understand personal time needs. Productivity could be heightened if you understand your periods of highs and lows.

2. Set goals

Set realistic and attainable goals. Once the goals are examined, the time and energy needed to accomplish a goal would be realized and acted accordingly. Setting goals is planning every activity and getting it done in time.

3. Know your work environment

Understanding the work environment and the utility of time in work environment allows completing the tasks on time. Interruptions and distractions in the work have to be avoided.

4. Plan

Planning means establishing for one and those persons for whom the person is responsible. Planning can create or solve time problems. Planning is made based upon setting priorities.

5. Support system

Good time management is creating support systems like friends, teachers, colleagues etc

6. Concentration

The wise of uninterrupted time is very important to manage time effectively. This helps to complete huge tasks in time.

7. Avoiding procrastination

Postponing things is procrastination. When an individual avoids this tendency, the well framed goals could be achieved in time.

8. Follow through

All the taken tasks have to be following up until the completion of the work. Often people begin tasks and they proceed it without completing it.

1.9 STEPS OF TIME MANAGEMENT COMPETENCY

According to Charles and Legendry, time management is comprised of four steps as:

1. **Planning**

Planning is setting goals. Planning includes prioritization of the set of tasks to be done to accomplish a goal. Effective planning helps in saving time by doing precise tasks to complete a goal.

2. **Organizing**

Organizing is keeping things done in an orderly manner. Avoiding procrastination helps one to complete the tasks in scheduled time. An organized work is done easily and at the stipulated period of time.

3. **Leading**

Leading is committing towards the work. Putting the plan into action. Leading is the actual phase of doing the works.

4. Evaluating

It is checking the work progress and whether the tasks have been completed in stipulated period of time or not.

1.10 MAIN BENEFITS OF TEACHER TIME MANAGEMENT

1. More time for teaching.

By carefully planning your time, you will waste less of it on things like looking for lost materials or dealing with disruptions. Instead, you will ensure that you have more time for the thing that matters most – teaching.

2. Optimal work-life balance.

Good time management skills help to strike a better balance between your work and personal life. Proper planning and control will reduce your stress levels to a large degree. As a consequence, you'll notice a significant improvement in your overall well-being.

3. Better student outcomes.

When teachers manage their time effectively, it can lead to improved student outcomes as well. This is because you get more time available for things like lesson planning and preparation, which can result in more engaging and effective lessons.

4. Greater job satisfaction.

Time management empowers you to accomplish more and make a real difference in your students' lives. And when you feel like you're in control of your time and everything is more organized, you begin to enjoy the process more, and your job satisfaction naturally increases.

5. Higher productivity.

Thanks to time management, your concentration and well-being can get much better than in the lack of good organization. And when you're energized, able to focus on one task and give it your full attention, you'll be amazed at how much more quickly and easily the work gets done.

1.11 TIME MANAGEMENT TIPS FOR TEACHERS

As you can see, teacher time management is key. Yet, with so many things to do and so little time, it can be tough to figure out how to get it all done. Here are a few tips for you to start:

1. Set priorities

There are a million and one things that you have to do in a day as a teacher. So, it can sometimes feel like you're being pulled in a million different directions. But luckily, there's one proven trick to help you cope with overwhelming workloads and make sure that everything gets done – task prioritization.

Here's how it works:

1. Make a list of everything you need to do in a day / week. You can write it down on paper, in a digital calendar, or in some other appropriate software of your choice. In either case, getting it all down will help you see what needs to be done and not miss a thing.

2. Prioritize your list. Urgent and most important tasks should be at the top, followed by the less important ones.

3. Take care of the most important and urgent tasks first. If there's something that needs to be done right away, don't put it off. Handle it and then move on to the next task on your list.

4. Break up big tasks into smaller ones. If you have a big project that's due soon, break it up into smaller tasks so that you can focus on one thing at a time. This will make it easier for you to understand where to start and handle the whole project.

2. Make a schedule

The next step is to find the right time during the day to focus on your priorities and other tasks from the list. And that's where a thought-through work schedule can help.

The key goals of work scheduling are to allocate enough time to different activities, plan ahead and build a productive routine. Just follow these four simple steps to achieve them:

1. Estimate tasks. Figure out how much time it may take you to complete each item from your to-do list, and make sure to leave some buffer time for each of them in case something goes wrong.

2. Start creating the schedule. Don't forget about your priorities and schedule them earlier in the day if possible.

3. Allocate some time for breaks. It's important to take a few minutes here and there to relax and recharge. So, step away from your desk for a few minutes every couple of hours to stretch your legs, grab a cup of coffee, or just take a few deep breaths. This way, you'll enhance productivity and cognitive function.

4. Stick to your schedule as much as possible. It won't be perfect, but if you can stick to it most of the time, you'll feel more accomplished and less stressed overall.

3. Minimize distractions

As a teacher, you're well aware that distractions are the worst enemies of productivity.

For instance, when there's constant noise and clutter in the classroom, it's much more challenging for your students to stay engaged and focused on learning. And the same

applies to your own productivity – if distractions in your environment are abundant, how can you do your best even if you try?

The good news is that most of the distractions in our environment can be taken under control. And here are a few ways to do that:

- Declutter your work environment. Get rid of any unnecessary piles of paper or unused office supplies that might be distracting you. A tidy space is a key to staying more organized and in control.
- Mute your phone and block social media. This will prevent you from accidentally stumbling onto Facebook or Twitter when you're trying to work. Instead of wasting time scrolling through your newsfeed, you'll be able to stay concentrated on the task at hand.

1.12 STATEMENT OF THE PROBLEM

The present study is **"PROCRASTINATION AND TIME MANAGEMENT COMPETENCY AMONG PRIMARY SCHOOL TEACHERS IN CUDDALORE DISTRICT"**

1.13 OPERATIONAL DEFINITIONS OF THE VARIABLES

The following are the variables used in the study:

Procrastination

It is the tendency to forcibly delay tasks. It is scores obtained on the procrastination scale.

Time management competency

It refers to the judicious and proper use of time in planning and practice of time management.

1.14 OBJECTIVES OF THE STUDY

The following are the objectives of the study:

1. To study the level of procrastination and time management competency among primary school teachers in Cuddalore district.

2. To study the procrastination among upto 45 years old and above 45 years old primary school teachers.

3. To study the procrastination among men and women primary school teachers.

4. To study the procrastination among urban and rural primary school teachers.

5. To study the procrastination between joint and nuclear family of   primary school teachers.

6. To study the procrastination between less and more teaching experienced primary school teachers.

7. To study the time management competency among upto 45 years old and above 45 years old primary school teachers.

8. To study the time management competency n among men and women primary school teachers.

9. To study the time management competency among urban and rural   primary school teachers.

10. To study the time management competency between joint and nuclear family of primary school teachers.

11. To study the time management competency between less and more teaching experienced   primary school teachers.

1.15 LIMITATIONS OF STUDY

The following are the limitations to mention:

1. The study is done only with selected blocks and selected schools in Cuddalore district

2. The study studies only two variables namely time management competency and procrastination.

1.16 ORGANIZATIONS OF CHAPTERS

Chapter I deal with the conceptual framework of the study.

Chapter II deals with the review of the related literature

Chapter III deals with the methodology adopted by the investigator

Chapter IV deals with analysis and interpretation of the study

Chapter V deals with summary, findings and conclusions of the present study.

REVIEW OF RELATED LITERATURE

CHAPTER- II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

The major purpose of reviewing the literature is to determine what has already done to the research topic under investigation. This knowledge not only avoids unintentional duplication, but also provides the understanding and insights necessary to develop a logical framework into which the research topic fits. According to Reguram Singh (1972) "the review of the related literature promotes a greater understanding of the problem and its crucial aspects and ensures the avoidance of unnecessary duplication". Another important function of the review of the literature is to point out research strategies, specific procedures and measuring instruments that have been found to be productive in investigating body of research.

2.2 STUDIES RELATED TO PROCRASTINATION

Luis J. Martín-Antóna. Et. Al., (2023) conducted a study on "Academic Procrastination of Spanish Pre-service Teachers during the COVID-19 Pandemic". The present study seeks to ascertain whether the academic procrastination of university pre-service teachers varied during the COVID-19 pandemic when compared to data collected from another sample (n = 794) taken before the pandemic, and the reasons that might explain this. 910 pre-service teachers responded to the PASS scale, Academic Procrastination Scale, Unintentional Procrastination Scale, Active Procrastination Scale, and the New General Self-Efficacy Scale during the pandemic.

The results reflect greater procrastination than for the pre-pandemic sample; 37.8% felt that their procrastination had increased due to the pandemic, which was more evident amongst women, whereas 8.7% reported having procrastinated less, displaying the highest level of self-efficacy. In both instances, the most commonly alleged reasons were greater time management, together with changes they were forced to make in their study habits. We discuss the implications that might need to be considered when planning and organizing teaching, should a similar situation occur again.

Andrian A. Dela Cruz and Michelle Melinda B. Alzate. (2022). Challenging Prospective Elementary Teachers To Mitigate Academic Procrastination. Prospective elementary teachers face and encounter academic procrastination during the entire course of study. This study determined ways to mitigate procrastination among prospective elementary teachers of the selected Teacher Education Institutions (TEIs) in the Philippines.

The qualitative research design using thematic analysis analyzed the activities, reasons, and challenges in procrastination. Generated responses revealed that school-related activities and home responsibilities were the activities that they frequently procrastinate. External, internal/personal, school, and family factors are reasons that triggered them to procrastinate while school and behavior-related issues are the challenges they encountered. Task and behavior management are ways to mitigate the encountered procrastination.

Upali Chakraborty. Et.Al., (2022) conducted a study on "Academic Procrastination Among College Students Living with Family and Living Away from Family". The objective of the paper is to study the difference in the levels of academic procrastination among students living with family and students living away from family. It was hypothesized that there is a significant difference in the levels of academic procrastination and gender among students living with family members and students living away from family members; The Academic Procrastination Scale (McCloskey, 2011) was used and a sample of two hundred and forty-nine undergraduate students (n=249) of the age group 18-24 was taken with 152 students living with family (M=66, F=86) and 97 students living away from family (M=37, F=60).

Data was gathered through the use of online form submissions and was analysed with the help of SPSS software. According to the findings of the study, living status does not have a significant effect on academic procrastination but gender is seen to have a significant impact on the same. Furthermore, there is no interaction effect observed between living status and gender. The present study has implications for teachers, parents and university administration in terms of structuring various motivation strategies and teaching pedagogy.

Maria De Paola. Al., (2022) conducted a study on "Online Teaching, Procrastination and Students' Achievement: Evidence from COVID-19 Induced Remote Learning". The COVID-19 pandemic forced schools and universities to transit from traditional classbased teaching to online learning. This paper investigates the impact produced by this shift on students' performance. We use administrative data of four cohorts of students enrolled in an Italian University and adopt a difference-in-differences strategy

exploiting the fact that the transition to online teaching has taken place at the beginning of the second semester, while classes were face-to-face in the first semester.

We compare students' performance in the second semester of 2020 with their performance in the first semester and contrast this difference with the difference between second and first semester in the previous academic years. Controlling for a number of variables proxying for COVID-19 incidence and internet connections' quality, we find that online teaching has reduced students' performance of about 1.4 credits per semester (0.11 Standard Deviations). Freshmen are those who suffer more, while almost no negative effect is found for Master's Degree students. Since the need for self-discipline in an online environment could cause students' low achievements, we study the role of procrastination and show that online teaching has been particularly detrimental for students affected by present-bias problems.

M A. Kosycheva. Et.al., (2020) conducted a study on "Influence of Poor Digital Competence on Procrastination of University Teachers". The paper describes the possible ways of evaluating digital competence and digital literacy of university teaching staff and underlines the importance of university teachers' ICT skills development.

The digitalization of society and the current situation of lockdown reveals the necessity to possess high level of digital competence. This urgency is aggravated because of the possibility of teachers to procrastinate on professional tasks, such as administrative and organizational tasks and correcting students' work due to the poor competence beliefs and fear of failure. According to the findings of the study there is a negative correlation (rs= -0.396) between digital competence and procrastination of the university teachers. It demonstrates that digital competence being increased the level of procrastination lessens.

The results obtained will help the management of the universities to find the options for improving and mastering ICT skills of their staff and prevent procrastinating behaviour.

Adeniyi Adewale Ojo. (2019). The impact of procrastination on students academic performance in secondary schools. This paper examines the impact of procrastination on students' academic performance of secondary school in Nigeria. Similarly, it shows the causes of procrastination among the students. Yet, the types of procrastination are examined and also the effects of procrastinations and implication of procrastination on students' academic performance are properly discussed and why students procrastinate is thoroughly explained.

Sara Laybourn. Et.Al., (2019). Teacher Procrastination, Emotions, and Stress: A Qualitative Study. Stress and negative emotions in teachers can lead to occupational burnout, poor performance in the classroom, and decreased job-satisfaction. Apart from having negative personal and physical effects for the individual teacher, teacher stress and burnout are also thought to have negative effects on the respective students and student achievement. As one potential source of teacher stress, procrastination has been speculated about. However, research on the phenomenology and prevalence of procrastination among teachers, as well as its relevance for their emotional and stress experiences, is very scarce. Further, most of the existing research on teacher procrastination used general self-report scales to obtain results. The present study therefore investigated the phenomenology of teacher procrastination as well as its links with emotional experiences and stress, using a qualitative approach.

Twenty-seven male and female teachers from Germany were interviewed personally (Mean age = 35.7, SD = 9.64, Min = 25 years, Max = 67 years). Nine of those teachers reported to never needlessly delay an action concerning their profession or not to perceive their dilatory behavior as negative and stressful. Data from the remaining 16 teachers (Mean age = 35.06, SD = 7.01, Min = 26 years, Max = 48 years) were analyzed on the basis of qualitative content analysis by using deductive as well as inductive category application. Results revealed that these teachers procrastinate on an array of professional tasks, such as administrative and organizational tasks and correcting students' work. The results showed that teachers delayed these tasks for different reasons but mainly due to task aversiveness.

Further, teachers reported experiencing mainly negative emotions when procrastinating and perceiving their procrastination behavior as moderately stressful, indicating that procrastination is a potential stressor in the teacher profession. Limitations of the study are discussed and directions for future research are proposed.

Sandeep Singh Banger (2017) conducted a study on "Analysis Of Procrastination Behaviour Among Teachers: A Non-Parametric Approach". Procrastination behaviour in the academic realm holds many negative consequences, including lost time, increased stress, lower grades, poorer health, decreased long-term learning and lower self-esteem. The present study examined the tendency of procrastination among the teachers of different departments. The sample of 75 teachers, including assistant, associate and Professors was taken for research. Data was collected from teachers of Public Universities of Punjab (India). The sample was selected purely by convenience sampling technique. The teachers were selected from twelve different departments. The Pure Procrastination Scale (Steel,

2010) was used to conduct the research at Five Point Likert Scale. The reliability of scale was tested. One of the distinguishing feature of this research article is the use of non-parametric tests to analyze the data when data was deviated significantly from normal distribution. The relationship between demographic factors and procrastination was studied. The results revealed a significant impact of profile on the procrastination behaviour of the respondents. Further, age of respondents was found significantly correlated with the procrastination behaviour of the respondents. Finally, practical implications and limitations of the study were discussed.

M. Verešová. (2013) conducted a study on "Procrastination, Stress and Coping among Primary School Teachers". In this paper we focus on finding the relationship between procrastination as personal feature manifested by behaviour, which is characterized by the postponement of activities and tasks to a later time, with the experienced stress (expressed by cognitive, emotional, social and physical dimension) and the preferred strategies of coping with stress (proactive coping, reflective coping, strategic planning, preventive coping, instrumental support seeking, emotional support seeking, avoidance coping).

Based on professional resources, we assumed a considerable positive correlation between procrastination and experienced stress – cognitive, emotional, physical and social, positive relation between procrastination and avoidance coping and negative relation between procrastination and proactive coping by 194 primary school teachers from Slovakia (173 females, 21 males, mean age 38.6 years). To measure the research variables we used: General Procrastination Scale (Lay, 1986), Questionnaire for identification of stress level and burnout syndrome (Henning & Keller, 1996) and Proactive Coping

Inventory (Green glass et al., 1999). We confirmed our assumptions and we found a significant positive correlation between procrastination and stress (cognitive dimension r=.512, p)

Björn Hedin, KTH. (2012) Teaching Procrastination - A Way of Helping Students to Improve their Study Habits. Procrastination, or to against better judgment postpone a task, is a very common problem in general, and for university students in particular where about 50% procrastinate consistently and problematically. In learning contexts, procrastination leads to cramming strategies, where the major part of studying activities occurs close to the exam instead of spreading the learning over time, which generally is believed to give better learning. This paper describes a course module on procrastination and the preliminary results from running the module with about 230 students in media technology.

A. Pala. (2011) conducted a study on "Academic Procrastination Behaviour Of Pre-Service Teachers' Of Celal Bayar University". Abstract Procrastination is extremely prevalent behaviour, mainly in school settings. It is described as "knowing that one is supposed to and perhaps even wanting to complete an academic task but failing to perform the activity within the expected or desired time frame." Procrastination also appears to be a troubling phenomenon. People most strongly characterize it as being bad, harmful, and foolish (Briody, 1980), and over 95% of procrastinators wish to reduce it (O"Brien, 2002).

The aim of this study is to investigate the impact of variables such as gender, department, grade level, and income on students" academic procrastinations. Participants

were the 366 students attending Faculty of Education and Faculty of Science and Letters of Celal Bayar University in Manisa, Turkey. The results of the study show that procrastination means are different for gender groups. Male students are more likely to procrastinate their academically works. Means are also different according to department. English Literature and Letters students are more procrastinators than Biology and Turkish Literature students. There are no differences according to grade level or socio-economical degree.

Irshad Hussain. (2010) conducted an Analysis of procrastination among university students. The present study focused on analyzing the factors of procrastination and its effects on learning of university students. It was conducted on 500 students and 40 teachers of the Islamia University of Bahawalpur, Pakistan through survey approach. The study concluded that procrastination effects on the academic performance of students in terms of classroom learning and participation in activities, submission of their assignments, preparing for the examinations and achievement. Likewise, the work load of assignments' and improper time management by the students caused procrastination.

2.3 STUDIES RELATED TO TIME MANAGEMENT COMPETENCY

Edwin Tantalie. (2022) conducted a study on "Factors Affecting Time Management of Elementary School Teachers in MBHTE Parang, Sulu". This study ascertained the factors affecting time management of elementary school teachers in MBHTE Parang, Sulu. Specifically, it sought to answer the following questions: (1) what is the socio-demographic profile of the teachers' respondents in terms of: gender, age, civil status, year of teaching experience, and educational attainment?; (2) what are the factors

affecting the time management of the elementary teachers in MBHTE Parang, Sulu in terms of: time management behavior, work environment, work commitment, procrastination, and distraction?; (3) is there a significant difference on the factors affecting time management of the Elementary Teachers in MBHTE Parang, Sulu when data are grouped according to their demographic profile in terms of gender, age, civil status, years of teaching experience and educational attainment?; and (4) is there a significant correlation among the factors affecting time management of the Elementary Teachers in MBHTE Parang, Sulu in terms of time management behavior, work environment, work commitment, procrastination and distractions? The research design used was Descriptive-Exploratory research design through a quantitative research method. The respondents of this study are teachers of Parang Sulu. They were drawn using the purposive sampling. The duration of the study covered the period of school year 2020 to 2021.

The findings of the study showed that: (1) 9 out of 10 teachers in Parang District are contented with their educational attainment; (2) time management behavior of elementary teachers in Parang has to improve for it not to affect much this work; (3) males and females manage time differently; (4) time management behavior and distraction accepts the null hypothesis. It can be concluded that Time management is very important if one needs to accomplish certain work on time or before its deadline. One of the recommendations formulated is that "A daily or weekly "to do" list is a must to remind teachers what they need to do for the day or week.

Israel C. Oparaji. Et.Al., (2022) conducted a study on "Time Management As Predictor Of Teachers' Job Effectiveness In Public Secondary Schools In Imo State, Nigeria". In this study, the researcher investigated time management as predictor of

teachers' job effectiveness. The study adopted a correlational survey research design. Three research questions and three hypotheses guided the study. The population of the study comprises 1,657 respondents while the sample size consisted of 250 respondent obtained through the proportionate random sampling. The instrument that was used to collect data was a 25-item structured questionnaire titled, "Time Management as Predictor of Teachers' Job Effectiveness in Public Secondary Schools in Imo State" (TMPTJEPSSIS). The instrument was validated by three experts, two from the Department of Educational Management and Policy and one from the Department of Educational Foundations, all from the Faculty of Education, Nnamdi Azikiwe University, Awka. The reliability of the instrument was obtained through Cronbach Alpha and it yielded an average coefficient of 0.73 which was considered high enough for the study.

Mean and standard deviation was used to answer the research questions while t-test statistics was used to test the null hypotheses at 0.25 level of significance. The finding of the study among others was that most teachers in the study area are not conscious of time and this affected their level of effectiveness. It was there recommended among others that principals of schools should organize workshops or seminars on time management for teachers in public secondary schools in the study area.

Rani Gul.Et.Al., (2021) conducted a study on "Impact of Teachers' Workload on Their Time Management Skills at University Level". The study investigated the perceptions of university teachers on impact of teacher's workload on their time management skills. Using Descriptive surveys, information's were obtained from 100 faculty members 25 departments of the university of Malakand and university of Swat, selected through convenient sampling technique. Based on the descriptive and correlation

results, it was concluded that university teachers' perceptions toward teachers' workload including working Hours, Job satisfaction, using, assigned responsibility and job content were positive. These teachers know how to manage Working Hours and workload regularly, know how to handle factors which are responsible for job satisfaction, know how to fulfill their responsibilities within the stipulated period of time to reduce workload, know about their subject content and know that they will have to teach the content in a semester and know how to solve their domestic problems to reduce anxiety.

Further results also concluded that university teachers' perceptions were positive towards time management skills which included Scheduling, Planning, Managing Paperwork, Handling Interruptions and Establishing Priorities. It was also concluded that increase in teachers' workload decreases teachers' time management skills. Based on the results, the study suggested that teachers should ensure effective use of technology, break down long term goals into medium and short-term goals and fulfill their responsibilities on time to avoid inconvenience for better work It is recommended that university teachers should assigned work according to Higher Education Commission criteria per week, so that, they can manage and complete work within the stipulated period. It is possible only if they are provided training related to workload and time management skills.

Marylin G. Olivo. (2021) Time Management Of Teachers And Its Relationship To Teaching Performance. This was a descriptive-correlational applied research which determined and analyzed the time management strategies of public elementary teachers in a district. The time management strategies of the teachers were related to their teaching performance. There were 103 elementary teachers in a district as respondents of the study. Since all teachers in the district were included as respondents of the study, the complete

enumeration technique was employed as sampling technique. A time management questionnaire was developed by the researcher based on the activities that teachers need to accomplish and distributed with the help of the principals.

The teachers indicated how many hours they spent on a particular task on a 24-hour basis. Weighted mean was used in analyzing the data on time management and Pearson R for the relationship of the time management of teachers and their teaching performance. Findings revealed that teachers were mostly very satisfactory in rendering their work, classroom teaching got the greatest number of time allotment among the teachers, teachers' time management strategies ranged from using the internet for their needs in teaching to listing important tasks for the day to planning before classes start and working overtime at home to do tasks, work delegation was observed to be the least in their strategies to manage time. Furthermore, findings in this study showed that the teaching performance ratings of the teachers were not influenced by their time management strategies.

It could be the tendency because most teachers had very satisfactory ratings. No one got satisfactory rating and only 12 were outstanding. If time management was not a factor, as the relationship test showed acceptance of null hypothesis, then the factor that determined or predicted teaching performance should be explored. The research then recommend that teachers should keep up with their positive teaching performance by giving the same passion and commitment towards work, they must continue giving most of their time in school to classroom instruction in order to produce pupils who are imbued with right values and knowledge and skills competence and they must embrace the challenge of the work responsibilities inherent to being a teacher. Teachers had practiced

good time management because they allotted more time to classroom teaching and preparations to their core tasks as teachers. An action plan was developed to strengthen and sustain the time management strategies of teachers.

Brad Aeon. Et. Al., (2021) conducted a study on "Does time management work? A meta-analysis". Does time management work? We conducted a meta-analysis to assess the impact of time management on performance and well-being. Results show that time management is moderately related to job performance, academic achievement, and wellbeing. Time management also shows a moderate, negative relationship with distress. Interestingly, individual differences and contextual factors have a much weaker association with time management, with the notable exception of conscientiousness.

The extremely weak correlation with gender was unexpected: women seem to manage time better than men, but the difference is very slight. Further, we found that the link between time management and job performance seems to increase over the years: time management is more likely to get people a positive performance review at work today than in the early 1990s. The link between time management and gender, too, seems to intensify: women's time management scores have been on the rise for the past few decades. We also note that time management seems to enhance wellbeing—in particular, life satisfaction— to a greater extent than it does performance. This challenges the common perception that time management first and foremost enhances work performance, and that wellbeing is simply a by product.

Beth Oyarzun. Et.Al., (2020) conducted a study on "Time Management Matters: Online Faculty Perceptions of Helpfulness of Time Management Strategies". This study

examined 256 faculty survey responses to determine perceptions of helpfulness of 24 time management strategies grouped into four categories defined by Berge (1995) as managerial, pedagogical, technical, and social. Findings indicate that estab- 10 lishing clear and specific expectations (M = 4.32) was perceived as the most helpful, followed by organizing content into modules or units (M = 4.28), which were both pedagogical time management strategies. Participants additionally responded to two open-ended items regarding the most and least helpful time management 15 strategies. The open-ended responses were consistent with the survey findings. The relationship between faculty demographic factors and strategies showed that receiving training to teach online affected the faculty perceptions of technical time management strategies.

Marcia M. Hardy and Jason W. Powell. (2020) conducted a study "A Comparative Study Of Time Management Skills Among Business Majors And Academic Classifications. College students must control and evaluate personal learning behavior, which includes attention to time management. Educators across business disciplines can help these future managers become aware of needed time management skills, behaviors, and attitudes. This study investigates whether there are significant differences between freshman and senior students in the practice of three dimensions of time management time (short-range planning, time attitudes and long-range planning).

This study also investigates whether there are significant differences among business students majoring in Accounting, Business Administration, and Computer Information Systems in the practice of the same three dimensions of time management. The results of this this study reveal that there are significant differences (85.5%) between freshmen and senior students in the practices of short-range planning, but not in time

attitudes and long-range planning. It also reveals that there are no significant differences among students majoring in Accounting, Business Administration, and Computer Information Systems in the practices of time management dimensions of short-range planning, time attitudes, and long range planning. Keywords: Time Management, Business Students, Self-Regulation, Academic Success Skills

Najnin Khanam. (2017) conducted a study entitled "A study on university student's time management and academic achievement".

Background: Time management is a skill that perhaps impacts the students' academic achievement. The objective of the study is to study the time management skill and perceived academic achievements among university students.

Methods: A cross sectional study was done among medical students studying in one of the private medical colleges of Odisha. Time management questionnaire developed by Britton and Tesser was used as a study tool. It includes 18 questions distributed in 3 dimensions: short-range planning, time attitudes and long-range planning. All the questions were value based on the Likert scale of five value scores. Data was analyzed using descriptive statistics. Means of various dimensions were compared.

Results: 51.90% of the participants possessed moderate to low level time management score. Participants who obtained higher percentages of mark (70-80%) also had high mean score on general time management.24.1% of the participants never write a set of goals for their self for each day and 21.5% never spend time for each day planning. Whereas 48% always keep their desk clear of everything other than what they are working on it, 40.5%

sometimes review their class notes, even when a test is not imminent, 37.9% sometimes make a schedule of the activities that they have to do on work days and 37.9% sometimes make constructive use of their time.

Conclusions:

To improve academic performance, students are in need of IEC programs in relation to time management

Maysoon Al-Zoubi. (2016) conducted a study entitled "The Effect of the Time Management Art on Academic Achievement among High School Students in Jordan". This study aimed at recognizing the effect of the Time Management Art on academic achievement among high school students in the Hashemite Kingdom of Jordan. The researcher employed the descriptive analytic research to achieve the purpose of the study where he chose a sample of (2000) high school female and male students as respondents to the questionnaire. In the conclusion, the findings showed that there was a medium degree and static significance at the level of time management according to the high school students in Irbid city.

And the presence of statistically significant relationship between the ability to manage time and academic achievement among high school students, also it showed that there was a statically significance at the level ($\alpha \leq 0.05$) of this relationship regarding the gender variable running on the behalf of females while there was no any differences according to studying hours . At the end of the study, the researcher recommended the need to hold seminars and lectures for students to help them know about how to allocate the right time for subjects in order to obtain higher levels of academic achievement.

Ghada Abd Elasalm Eldeeb. Et.Al., (2016) conducted a study entitled "Relationship between Effectiveness of Time Management and Stress levels among Nursing Students". Time is a scarce resource. Time management is the most effective use of available time. Nursing student experience more stress than students enrolled in other programs. The aim of the study is to compare time management and stress among 3rd and 8th levels nursing students.

Setting: Faculty of Nursing and Allied Health Sciences, Jazan University.

Subjects: Simple random sample was taken from 3rd level students (n= 45), and 8th level students (n= 45). **Tools:** Time management questionnaire (Wyne State University, 2013) and Student Nursing Stress index (SNSI) developed by (Jones & Johnston, 1999). Results: Both groups have low levels of time management. 3rd level students have higher mean scores of time management effectiveness than 8th level students. No students in both groups have high levels of time management. Regarding stress 3rd level students have higher mean scores of stress than 8th level students. There is non statistical significant positive correlation between time management and stress.

Recommendations: Time management training program and stress management training programs should be given to nursing students during orientation period.

Hsien-Chang Tsai. (2015) conducted a study entitled "Relationships between time-management skills, Facebook interpersonal skills and academic achievement among junior high school students". Effective time-management skills and interpersonal

interactions with familiar friends for learning matters on Facebook are desired characteristics for adolescents attempting to improve their academic achievements. This study identifies the relationships between time-management skills and Facebook interpersonal skills with the academic achievement of adolescents, and further investigates the predictors of academic achievement. In total, 1052 valid questionnaires were obtained from Taiwanese junior high school students.

Data were analyzed using Pearson correlation analysis and multiple regression analysis. Analytical results reveal that Facebook-based interpersonal skills are negatively correlated with academic achievement, implying that Facebook-based interpersonal skills for social rather than for academic purposes in daily life are deterrent forces for academic achievement. Additionally, this correlation between interpersonal skills and academic achievement was moderated by time-management skills. Above results demonstrate that adolescents who converse less with friends for social purposes on Facebook may contribute to their academic performance, owing to their effective time-management skills. Based on a comparison with the results of the literature, we conclude that use of Facebook can increase the quality of interpersonal interactions for learning among adolescents, ultimately improving their academic achievement.

Shazia Malik. (2015) conducted a study entitled "Time Management, Burnout, Personality And Social Support Among Students". Time management performs an important role in performing tasks in time without getting burnout. The purpose of this study was to investigate the relationship of time management, personality, social support and burnout among students.

The literature suggests that personality and social support defense the negative effects of time management on burnout. There were 214 respondents who have participated in the online survey consisting of six sections which are demographic, work experience, time management, personality, social support, and burnout. A descriptive statistics, T-test for Independent Sample Means, Pearson Correlation, and Multiple Regression were used to analyse the data. . There are inconsistencies in the findings obtained by previous researchers on the relationship between time management and burnout among students indicate that research into the effects of time management, personality and social support on students' burnout is not conclusive. This study attempts to fill the gap by investigating the relationship of time management, personality and social support to reduce burnout among students by using the proper time management skills. Co-relation statistic revealed that time management has significantly relationship with burnout; however burnout has no significant relationship with personality.

Müjgan Bal. (2015) conducted a study on "The Role Of Social Media On Time Management Of University Students". Time as a relative notion being perceived and interpreted differently for everyone, is influenced by the position and conditions as well. The importance of the time usually understood by people when irreversible results occur. People make a habit of work without planning because of the lack of consciousness, system and strategy about managing the time.

However time which is thought that spending without control of individual means nothing after it is been spent, in fact to order and manage the time is possible. Currently, individuals who can not audit their time getting face to face with negative cases in various fields. These cases cause motivation decrease and stress increase and sometimes lack of satiety and

success. In the case of time management self-confidence of individuals would rise and the time they allow for personal development increase thus accrual of productivity and performance would lead progress on career.

Currently social media is the first reason for youngsters complicating to control and manage their efficient time. While there is a differentiation at social media usage purpose, time limit as a result of social media usage and avoidance of responsibilities are similar. Spending most of their times at share platforms at internet for individuals actually cause to postpone or cancel their duties. Thus university students might have difficulties about management of time. This study is focused on how university students in Konya manage their time and determination of the role of social media at this management. In this context, its is examined that if the students use their time in a programmed way or not, frequency and aim of social media usage by obtained data. It is also among the examined issues that if there is a correlation between social media usage ratio and academically success of students.

Faisal Z. Miqdadi Et.Al., (2014) conducted a study entitled "The Relationship between Time Management and the Academic Performance of Students from the Petroleum Institute in Abu Dhabi, the UAE". This research study is about time management and how it is related to academic performance the Petroleum institute (PI) in Abu Dhabi, the UAE.

The study was made by surveying male freshmen and sophomore students regarding problems of procrastination, disorganization, interruptions and work load stress. The results obtained showed that time management is highly related to academic performance.

Finally, by discussing the results, we came up with recommendations that can lead the PI students to a better level of time management.

A. M. Sultana. Et.Al., (2013) conducted a study entitled "A Study on Time Management and Punctuality Issues among Students at Secondary School, Kedah". Time management problem is one of the punctuality problems that occur among students in school. The study examines time management problems among students at Sekolah Menengah Kebangsaan Siong. The second objective is to identify the factors that influence time management and punctuality problems among students in this school. The study also suggests on how students would able to solve time management problems while they are at school. Respondents of this study were selected students from Sekolah Menengah Kebangsaan Siong consists of 70 male and female randomly. The findings showed that majority of respondents are having time management problem in terms of late entrance into class after break.

The study also shows that student's own behaviour is the largest contributor to time management and punctuality problem among students. Moreover, time management and punctuality problems tend to have negative impact on student's academic achievement. The study suggests that in order to overcome these problem, school administration, teachers and parents would play an important role especially as most these problems have been occurred in school and house hold settings. Overall, the study concludes that time management and punctuality problems among students has negative impact in the process of student's learning.

K B. Nadinloyi. (2013) conducted a study entitled "The Study Efficacy of Time Management Training on Increase Academic Time Management of Students". Proper time management is key to success in college. You need to manage time effectively if youâ€Ÿre going to be successful. The purpose of this study aimed to assess the effectiveness of time management training on academic time management of students.

In this experimental research, 70 students from university *of Mohaghegh Ardabili* in Iran were randomly selected and then assigned in experimental and control groups .Then, two group completed academic **time management scale in pre-test** phase. The experimental group received time management training in 10 sessions (90Â minute each session) whereas the control group never had any training. In post-test, experimental and control group completed academic time management scale again.Data were analyzed with SPSS (version 17) and the UNCOVA analysis showed significant differences in two groups and time management was increased in the experimental group. (pâ‰¤0. 05). The results showed that time management skill in the experimental group was better than the control group.

H Bermbenutty. (2009) conducted a study on "Academic Delay of Gratification, Self-Efficacy, and Time Management among Academically Unprepared College Students". This study examined the associations between academic delay of gratification, self-efficacy beliefs, and time management among academically unprepared college students participating in a summer-immersion program.

This study also examined whether the relation of self-efficacy with time management is mediated by academic delay of gratification. Analysis indicated that self-

efficacy was directly associated with time management, as delay of gratification served to mediate this effect partially. Self-efficacy emerged as the strongest positive predictor of academic achievement.

Nieradko B. **(2003)** made a study on "Exercise behavior, sleep habits and time management among students of the Medical University of Lublin". The aim of the study was to depict and assess patterns of daytime behavior and sleeping habits as well as general daytime management among students of Medical University of Lublin. On examination of 167 third-year medical students (107 women and 60 men, 20 to 29 years old)

we found out that the third-year students did not exercise enough. Their sedentary lifestyles resulted from sharing their time between university, libraries and studying medical textbooks at homes. Medical students socialize and spend enough time with their families, and in this way they get family and friends' support, which allows them to manage stress and psychological problems. Most of the students neither watch TV nor play with computers longer than 2 hours per day.

Henry, Alexis D. (1996) made a study on "Time use, time management and academic achievement among occupational therapy students". The purpose of this study was to examine time use patterns and variables related to time use, including feelings about time use, time management, and academic achievement, among normal college students. Time use was examined from the perspective of the model of human occupation. One hundred and six male and female occupational therapy students enrolled at Worcester State College in Worcester, MA completed two self-report questionnaires and a demographic questionnaire.

The subjects completed the Occupational Questionnaire (Riopel Smith, Kielhofner, and Watts, 1986) which measured time use (activities engaged in during a typical 24-h period), and feelings about time use (related to competence, value, enjoyment) for the activities they reported. In addition, they completed the Time Management Questionnaire (Britton and Tesser, 1990, which measured their time attitudes, preferences for short range planning, and preferences for long range planning.

The results of the study suggest that older students and those experiencing role overload perceive themselves as less competent, and value and enjoy their time use less than younger students and those with fewer role demands. In addition, the use of time management was related to academic achievement. Implications of the findings are discussed.

2.4 CONCLUSION

Few studies have been conducted using the constructs time management competency. Some studies related tie management competencies at length to different populations have been conducted. Hence the researcher aims to find out the time management competency and procrastination among primary school teachers has been explored only in the present study. The effect of the various background variables over the time management competency have also been explored in the present study.

DESIGN OF THE STUDY

CHAPTER – 3
METHODOLOGY OF RESEARCH

3.1 INTRODUCTION

This chapter deals with entire design of the study. The design of the study

includes the following parameters in research:

1. Research methodology

2. Hypothesis of the study

3. Sample of the study

4. Tools used in the study

5. Procedure of the study

6. Data analysis methods used in the study

7. Statistical analysis of the data in the study.

The details about the above enlisted parameters are discussed at length as follows:

3.2 RESEARCH METHODOLOGY

Since this study aims to study the procrastination and time management competency among primary school teachers. A survey method is adopted in the present investigation, as the survey method helps in the observation of the present prevailing situation over a population using a well-defined representative sample. Survey takes into account a sample from the population and the feature to be studied is given either as a drafted survey questionnaire or using interviews. Usually, questionnaire surveys are used to get information from a huge sample size. In the present study the primary school teachers forms the entire population of the study. For feasibility purpose the population is confined to Cuddalore town. Samples are drawn randomly from them by taking primary school teachers.

3.3 HYPOTHESIS OF THE STUDY

Following are the hypothesis of the present study:

12. The level of procrastination among primary school teachers is high.

13. The level of time management among primary school teachers is high.

14. There is no significant mean difference between the procrastination among upto 45 years old and above 45 years old primary school teachers.

15. There is no significant mean difference between the procrastination among men and women primary school teachers.

16. There is no significant mean difference between the procrastination among urban and rural primary school teachers.

17. There is no significant mean difference between the procrastination between joint and nuclear family of primary school teachers.

18. There is no significant mean difference between the procrastination between less and more teaching experienced   primary school teachers.

19. There is no significant mean difference between the time management competency among upto 45 years old and above 45 years old primary school teachers.

20. There is no significant mean difference between the time management competency among men and women primary school teachers.

21. There is no significant mean difference between the time management competency among urban and rural   primary school teachers.

22. There is no significant mean difference between the time management competency between joint and nuclear family of   primary school teachers.

23. There is no significant mean difference between the time management competency between less and more teaching experienced   primary school teachers.

3.4 SAMPLE OF THE STUDY

The present population is Primary school teachers from Cuddalore district Sample is drawn from schools at selected blocks in Cuddalore district as represented schematically below in figure 3.1 using random sampling procedure.

Figure 3.1 showing sampling procedure adopted

POPULATION

PRIMARY SCHOOL TEACHERS IN CUDDALORE DISTRICT

SAMPLE

SELECTED BLOCK IN CUDDALORE DISTRICT

SAMPL

275 PRIMARY SCHOOL

TEACHERS

IN CUDDALORE DISTRICT
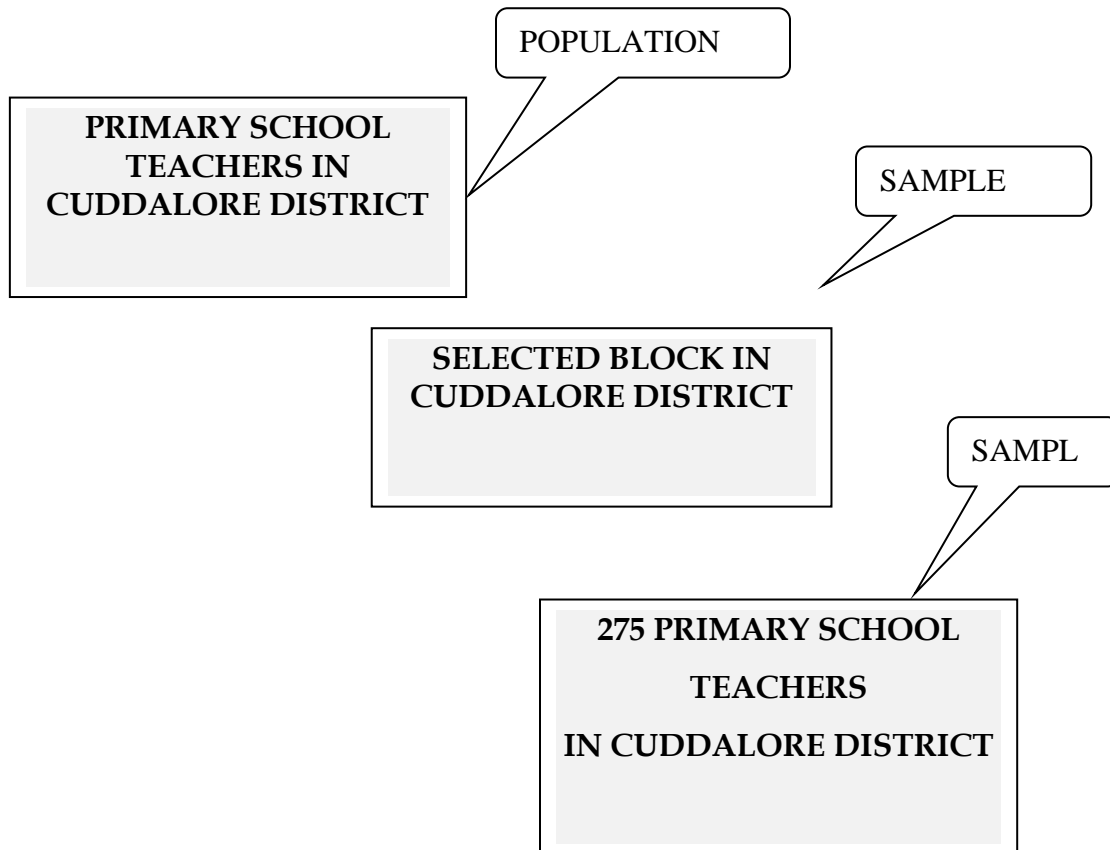
Table 3.1 shows the blocks where the data has been collected

Sl.No.	Name of the block	Sample size
1.	ANNAGRAMAM	20
2.	BHUVANAGIRI	20
3.	CUDDALORE	20
4.	KAMMAPURAM	20
5.	KATTUMANNAR KOIL	20
6.	KUMARATCHI	20
7.	KURINJIPADI	20
8.	MANGALORE	20
9.	NALLUR	20
10.	PANRUTI	20
11.	PARANGIPETTAI	20
12.	KEERAPALAYAM	20
13.	VIRUDHACHALAM	20
14.	SRIMUSHNAM	15
TOTAL		275

3.5 TOOLS USED IN THE STUDY

Following tools are used in the present study to get the valid information related to the objectives of the study:

3.5.1 Personal Information profile

Based on the details required for the background variables, the personal profile has been prepared by the researcher and drafted. The details like name, designation, School name, Block, sex, age, educational qualification, locality, Marital status, Year of experience, Family type etc… occupied the personal data sheet.

3.5.2 Teacher Procrastination scale

The teacher Procrastination Scale was also used in the current study. This tool was developed by the researcher developed a 40-item measure of teacher procrastination scored on a 5-point Likert-type scale.

Reliability

Cronbanch Alpha reliability of the scale was computed to be 0.789.

Split half test is found to be 0.759.

Intercorrelation matrix

The internal consistency of the tool is found using dimension total correlation and it is listed as below in the following table.

Table 3.2 Shows the dimension total correlation of teacher procrastination scale.

Areas of procrastination		R –value
Teaching	**Teacher procrastination**	.520
Evaluation/ assessment		.419
Documentation		.382
Feedback		.442

3.5.3 Time management competency scale

This tool time management competency scale was constructed by D.N. Sansanwal and Meenakshi Parashar at Indore. Time management competency scale was developed to help people to know the extent to which they can manage the available time efficiently. The time management operationally has been defined as the process wherein well-defined activity or activities is/are sequenced so that the pre-determined objectives/goals/ aims cane be achieved efficiently. According to Charles and legendry, time management is comprised of four steps. These are planning, organizing, leading and evaluating. These steps formed the basis of developing time management competency scale.

Items

To start with 100 statements were written. The statements were written in Hindi. While witting statements care was taken not to write vague statements, not to use difficult word, not to write double barreled statements, Corresponding to these each statements, five

alternatives were given. These alternatives were: Always (A), frequently (F), sometimes (ST), Rare ® and Never (N).After writing the items, the scale was given to 12 experts. Some were from home science area and some were from education area. They were asked to scrutinize the statements from the point of view of language and difficulty. Based upon their opinion 36 statements were selected for final tool.

Reliability

The test- retest reliability coefficient was found to be 0.72 while split-half reliability coefficient was found to be .96. These reliability coefficients are very primary. There the time management competency scale was considered to be reliable.

3.6 PROCEDURE OF THE STUDY

The study is does in the following steps:

Actual study

The data was collected from the schools. A prior permission was obtained from the head of the institutions and teachers were first given instruction. They were given assurance about the confidentiality of the information collected from them. Questionnaires were distributed and instructions were given regarding the way to fill them. The teachers were given ample time to complete the questionnaire and then the collected data was collected.

3.6.3 Scoring of data

Based on the data collection, the data was scored. Scoring was done by giving marks in (5,4,3,2,1) order for the positive items in the questionnaire. A total of 19 items were positive and 19 items were negative. For the negative item the scoring were reversed as

(1,2,3,4,5). Thus, according to the items and the choice given by the students scores were given. Then, the total score was obtained by adding the scores of each individual item. Thus, the total score indicated the time management competency of the teachers.

3.7 DATA ANALYSIS METHOD USED IN THE STUDY

The collected data is fed into excel data sheet. The data from the Excel is coded according the SPSS package. The data is entered into the SPSS package and analysis is run based on the hypothesis framed.

3.8 STATISTICAL ANALYSIS OF DATA

The following statistical measures were computed in this study

1. Differential analysis Mean, Standard deviation

2. Differential test – t test

ANALYSIS AND INTERPERTATION

CHAPTER IV
ANALYSIS AND INTERPERTATION

4.1 INTRODUCTION

This chapter deals with analysis and interpretation of the data, which the investigator collected by conducting the experiment and by recording the reading. Analysis of the data means studying the tabulated material in order to determine the inherent fact or the meanings. It is a process which involves breaking down existing complex factors into simpler parts and putting the parts together in new arrangements for the purpose of the interpretation of statistical techniques, which are necessary for the purpose of the study and presents the results in an organized and meaningful form.

The process of interpretation is essentially stating what the results show, what they mean, what their significance is and what the answer to the original problem is. The process calls for a critical examination of the results of one's analysis in the light of this or has previous analysis concerning the collection of data.

In accordance with the objectives of the present study the data were gathered, tabulated, classified and analyzed statically and objectively. The study involves one variable namely time management competency. The final sample of the study consisted 275 primary school teachers from selected schools at Cuddalore district. The following statistical techniques were used for the analysis of the data.

4.2 DESCRIPTIVE ANALYSIS OF DATA

Descriptive analysis involves the measures of central tendency and measures of variability. These two are used to study the nature of distribution of any variable. The

computed values of mean and standard deviation are used to describe the properties of the particular sample and the descriptive statistics is used to reduce the bulk of data to controllable size.

Table 4.1 showing Mean and Standard deviation of procrastination with respect to the personal variables

Personal variables	Category	N	%	Procrastination	
				Mean	S.D
Age	Below 45 years primary school teachers	95	34.54	186.99	12.42
	Above 45 years primary school teachers	180	65.45	184.86	16.17
Gender	Men primary school teachers	62	22.54	183.40	16.31
	Women primary school teachers	213	77.45	186.23	14.56
Locality	Rural primary school teachers	149	54.18	187.23	13.12
	Urban primary school teachers	126	45.81	183.67	16.79
Family type	Joint family Primary school teachers	49	17.81	181.55	19.15
	Nuclear family Primary school teachers	226	82.18	186.47	13.82
Teaching experience	Below 24 years primary school teachers	125	45.45	185.77	12.07
	Above 24 years primary school teachers	150	54.54	185.45	17.09

From table 4.1, it is evident that there is no much differences in the sub-groups of the personal variables age, gender, locality, family type and teaching experience regards with procratination.

Table 4.2 showing Mean and Standard deviation of time management competency

with respect to the personal variables

Personal variables	Category	N	%	Time management competency	
				Mean	**S.D**
Age	Below 45 years primary school teachers	95	34.54	138.81	11.82
	Above 45 years primary school teachers	180	65.45	139.83	15.96
Gender	Men primary school teachers	62	22.54	139.95	11.89
	Women primary school teachers	213	77.45	139.34	15.38
Locality	Rural primary school teachers	149	54.18	140.72	15.56
	Urban primary school teachers	126	45.81	138	13.40
Family type	Joint family Primary school teachers	49	17.81	137.88	12.30
	Nuclear family Primary school teachers	226	82.18	139.82	15.11
Teaching experience	Below 24 years primary school teachers	125	45.45	139.18	13.03
	Above 24 years primary school teachers	150	54.54	139.73	15.92

From table 4.2, it is evident that there is no much differences in the sub-groups of the personal variables age, gender, locality, family type and teaching experience with respect to time management competency.

4.3 TESTING OF HYPOTHESES

Hypothesis – 1

The level of procrastination among primary school teachers is high.

Table 4.3 shows the mean and standard deviation of procrastination

Variable	Mean	S.D
Procrastination	185.59	14.99

From the table 4.3, it is found that the mean value is185.59 and Standard deviation is 14.99. Hence the level of procrastination among primary school teachers is average.

Hypothesis – 2

The level of time management competency among primary school teachers is high.

Table 4.4 shows the mean and standard deviation of time management competency

Variable	Mean	S.D
Time management competency	139.47	14.65

From the table 4.4, it is found that the mean value is 139.47 and Standard deviation is 14.65. Hence the level of time management competency among primary school teachers is low.

Hypothesis – 3

There is no significant mean difference between the procrastination among upto 45 years old and above 45 years old primary school teachers.

Table 4.5 showing the Mean, standard deviation and 't'- value of the procrastination with respect to the 45 years old and above 45 years old primary school teachers.

Dependent variable	Groups	n	Mean	S.D	t- value	df	Level of significance at 0.05
Procrastination	Upto 45 years old primary school teachers	95	186.99	12.42	1.120	273	Not significant
	Above 45 years old primary school teachers	180	184.86	16.17			

Figure 4.1 showing the Mean and standard deviation of the procrastination with respect to the upto 45 years old and above 45 years old primary school teachers.
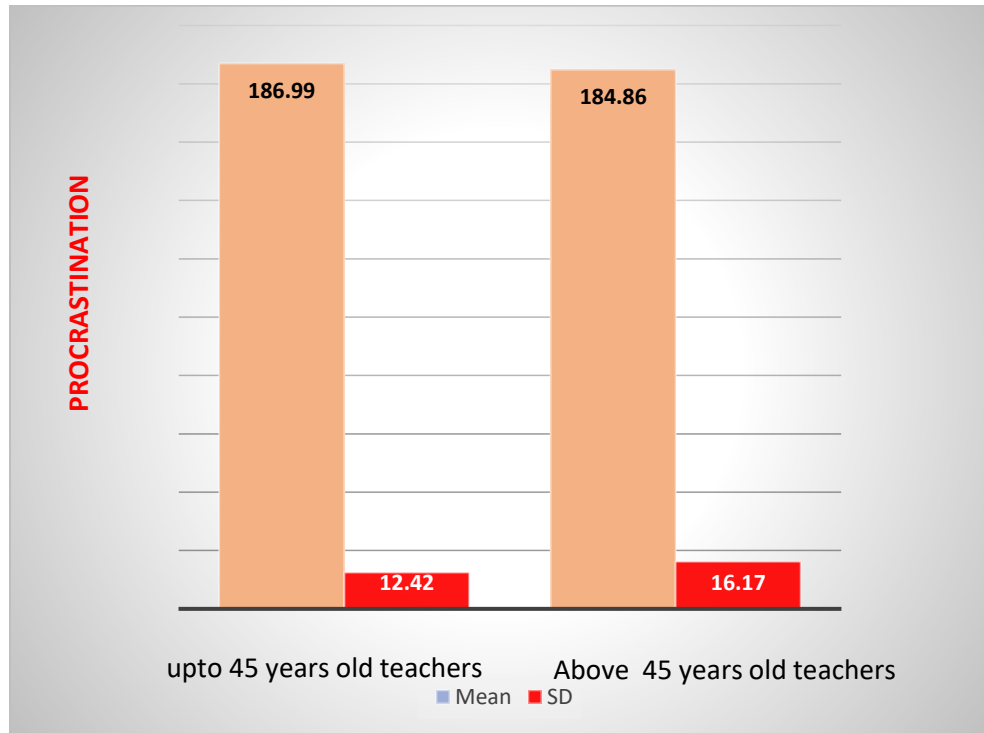
From the table 4.5 and figure 4.1, it is found the calculated t – value (.097) is lesser than the table value at 0.05 level of significance. Hence, the null hypothesis is accepted. Thus, there is no significant mean difference between the procrastination among upto 45 years old and above 45 years old primary school teachers.

Hypothesis - 4

There is no significant mean difference between the procrastination among men and women primary school teachers.

Table 4.6 showing the Mean, standard deviation and 't'- value of the procrastination with respect to the men and women primary school teachers.

Dependent variable	Groups	n	Mean	S.D	t- value	df	Level of significance at 0.05
Procrastination	M Men primary school teachers	62	183.40	16.31	1.310	273	Not significant
	Women primary school teachers	213	186.23	14.56			

Figure 4.2 showing the Mean and standard deviation of the procrastination with respect to men and women primary school teachers.

From the table 4.6 and figure 4.2, it is found the calculated t – value (.097) is lesser than the table value at 0.05 level of significance. Hence, the null hypothesis is accepted. Thus, there is no significant mean difference between the procrastination among men and women primary school teachers.

<center><u>**Hypothesis – 5**</u></center>

There is no significant mean difference between the procrastination among urban and rural primary school teachers.

<center>**Table 4.7 showing the Mean, standard deviation and 't'- value of the procrastination with respect to the urban and rural primary school teachers.**</center>

Dependent variable	Groups	n	Mean	S.D	t- value	df	Level of significance at 0.05
Procrastination	Urban school teachers	149	187.23	13.12	1.973	273	significant
	Rural school teachers	126	183.67	16.79			

<center>**Figure 4.3 showing the Mean and standard deviation of the procrastination with respect to urban and rural primary school teachers.**</center>

From the table 4.7 and figure 4.3, it is found the calculated t – value (.097) is lesser than the table value at 0.05 level of significance. Hence, the null hypothesis is accepted. Thus, there is no significant mean difference between the procrastination among urban and rural primary school teachers.
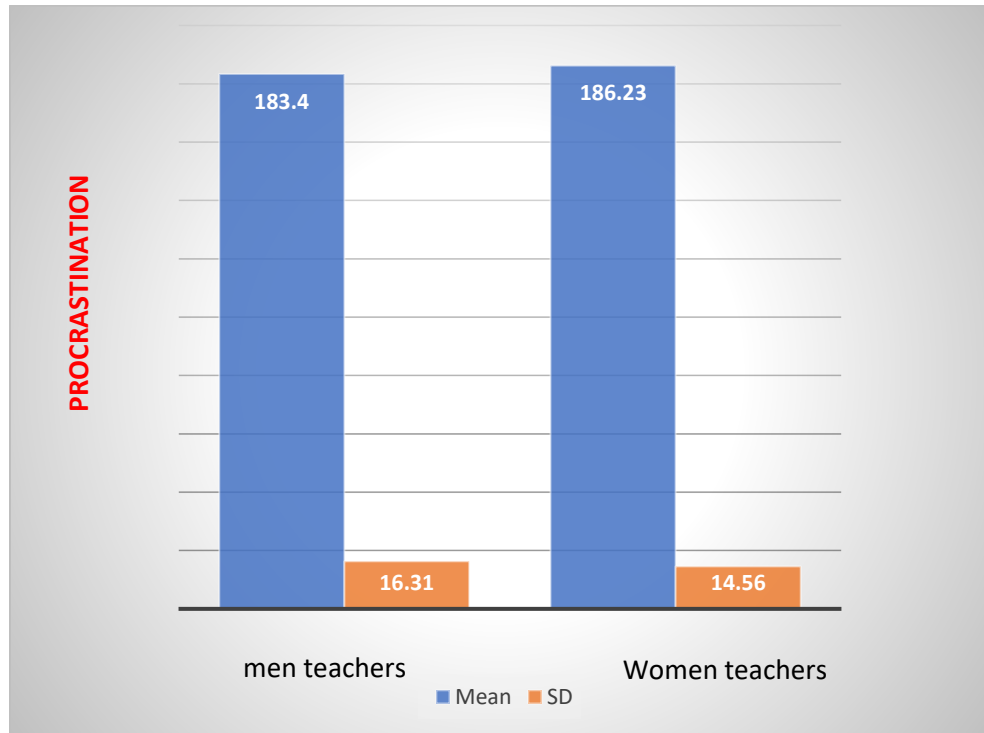
<center>**Hypothesis – 6**</center>

There is no significant mean difference between the procrastination among joint and nuclear family primary school teachers.

<center>**Table 4.8 showing the Mean, standard deviation and 't'- value of the procrastination with respect to the joint and nuclear family primary school teachers.**</center>

Dependent variable	Groups	n	Mean	S.D	t- value	df	Level of significance at 0.05
Procrastination	Joint family teachers	49	181.55	19.15	2.096	273	significant
	Nuclear family teachers	226	186.47	13.82			

<center>**Figure 4.4 showing the Mean and standard deviation of the procrastination with respect to joint and nuclear family primary school teachers.**</center>

From the table 4.8 and figure 4.4, it is found the calculated t – value (.097) is lesser than the table value at 0.05 level of significance. Hence, the null hypothesis is accepted. Thus, there is no significant mean difference between the procrastination among joint and nuclear family primary school teachers.

<p style="text-align:center"><u>**Hypothesis – 7**</u></p>

There is no significant mean difference between the procrastination among less and more experienced primary school teachers.

Table 4.9 showing the Mean, standard deviation and 't'- value of the procrastination with respect to the less and more experienced primary school teachers.

Dependent variable	Groups	n	Mean	S.D	t- value	df	Level of significance at 0.05
Procrastination	Less experienced teachers	125	185.77	12.07	.173	273	Not significant
	More experienced teachers	150	185.45	17.09			

Figure 4.5 showing the Mean and standard deviation of the procrastination with respect to less and more experienced primary school teachers.

PROCRASTINATION

185.77   185.45

12.07   17.09

less experienced teachers   more experienced teachers

■ Mean ■ SD
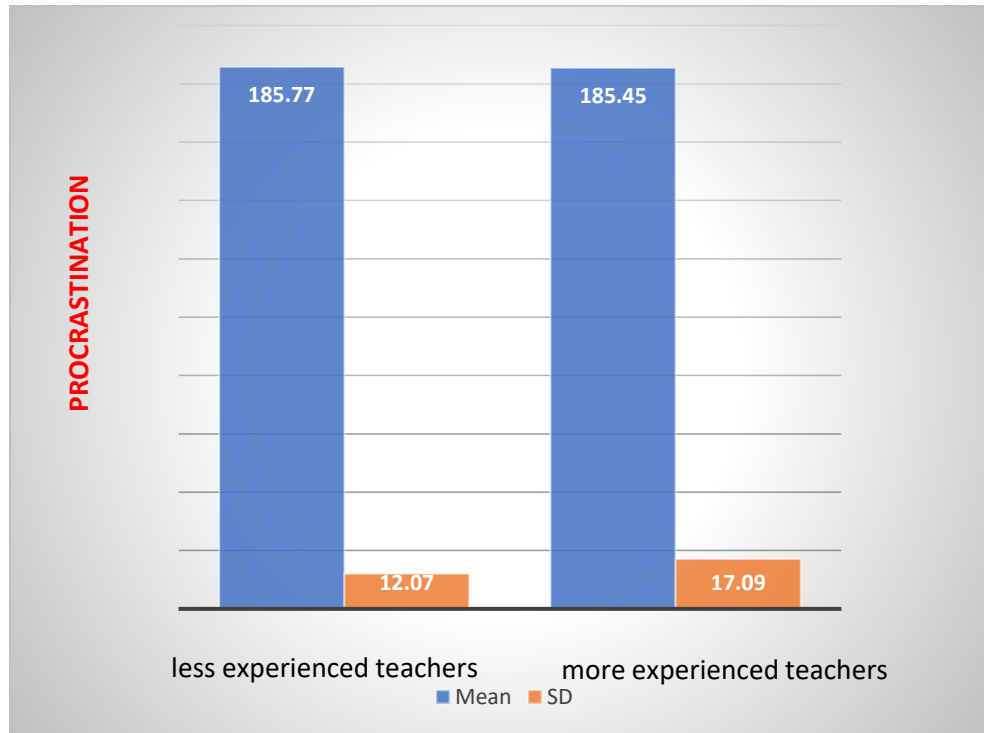
From the table 4.9 and figure 4.5, it is found the calculated t – value (.097) is lesser than the table value at 0.05 level of significance. Hence, the null hypothesis is accepted. Thus, there is no significant mean difference between the procrastination among less and more experienced primary school teachers.
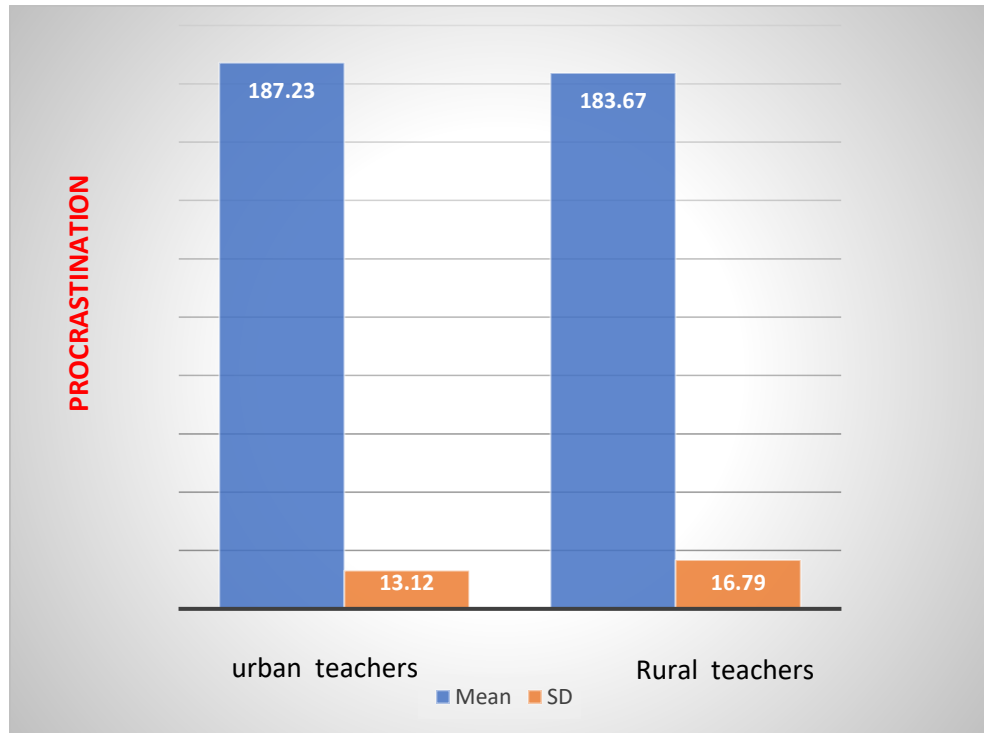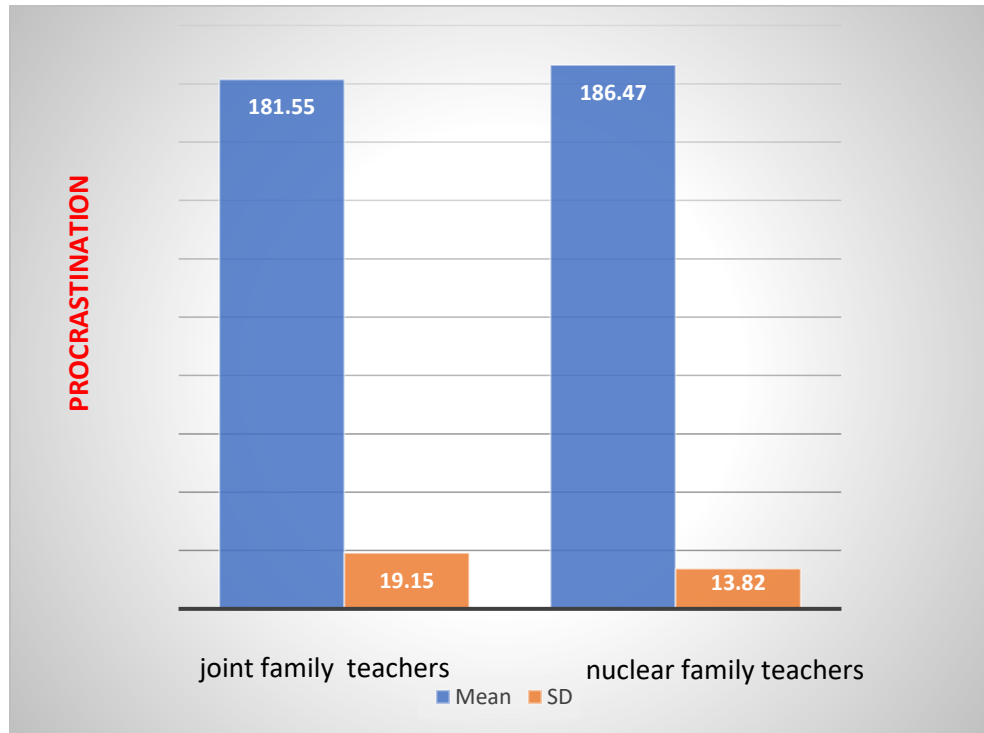
Hypothesis -8

There is no significant mean difference between the time management competency among upto 45 years old and above 45 years old primary school teachers.

Table 4.10 showing the Mean, standard deviation and 't'- value of the time management competency with respect to the 45 years old and above 45 years old primary school teachers.

Dependent variable	Groups	n	Mean	S.D	t- value	df	Level of significance at 0.05
Time management competency	Upto 45 years old primary school teachers	95	138.81	11.82	.547	273	Not significant
	Above 45 years old primary school teachers	180	139.83	15.96			

Figure 4.6 showing the Mean and standard deviation of the time management competency with respect to the upto 45 years old and above 45 years old primary school teachers.
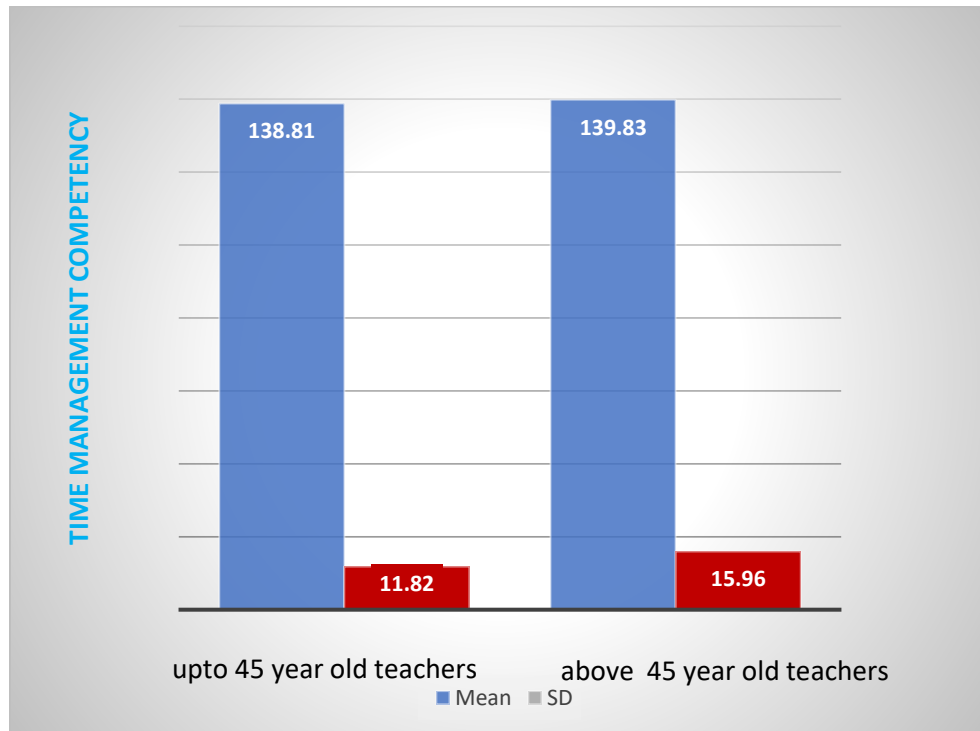
From the table 4.10 and figure 4.6, it is found the calculated t – value (.097) is lesser than the table value at 0.05 level of significance. Hence, the null hypothesis is accepted. Thus, there is no significant mean difference between the time management competency among upto 45 years old and above 45 years old primary school teachers.

<center>**Hypothesis – 9**</center>

There is no significant mean difference between the time management competency among men and women primary school teachers.

<center>**Table 4.11 showing the Mean, standard deviation and 't'- value of the time management competency with respect to the men and women primary school teachers.**</center>

Dependent variable	Groups	n	Mean	S.D	t- value	df	Level of significance at 0.05
Time management competency	men primary school teachers	62	139.95	11.89	.0290	273	Not significant
	Women primary school teachers	213	139.34	15.38			

Figure 4.7 showing the Mean and standard deviation of the time management competency with respect to men and women primary school teachers.

From the table 4.11 and figure 4.7, it is found the calculated t – value (.097) is lesser than the table value at 0.05 level of significance. Hence, the null hypothesis is accepted. Thus, there is no significant mean difference between the time management competency among men and women primary school teachers.

<center>**Hypothesis – 10**</center>

There is no significant mean difference between the time management competency among urban and rural primary school teachers.

<center>**Table 4.12 showing the Mean, standard deviation and 't'- value of the time management competency with respect to the urban and rural primary school teachers.**</center>

Dependent variable	Groups	n	Mean	S.D	t- value	df	Level of significance at 0.05
Time management competency	urban school teachers	149	140.72	15.56	1.540	273	Not significant
	rural school teachers	126	138	13.40			

Figure 4.8 showing the Mean and standard deviation of the time management competency with respect to urban and rural primary school teachers.
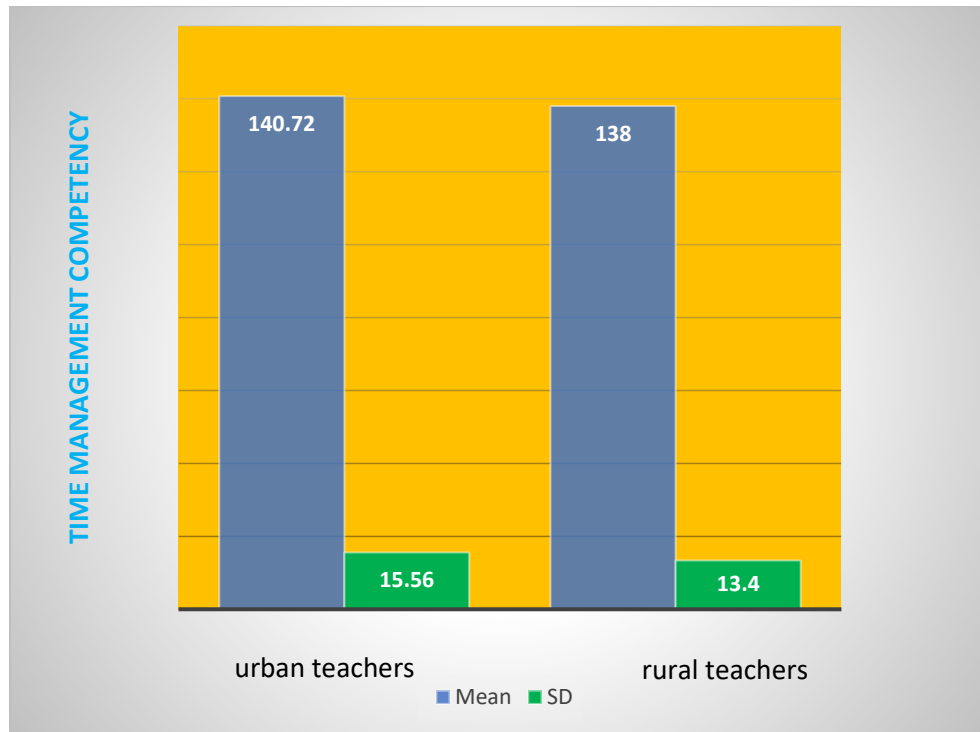
From the table 4.12 and figure 4.8, it is found the calculated t – value (.097) is lesser than the table value at 0.05 level of significance. Hence, the null hypothesis is accepted. Thus, there is no significant mean difference between the time management competency among urban and rural primary school teachers.
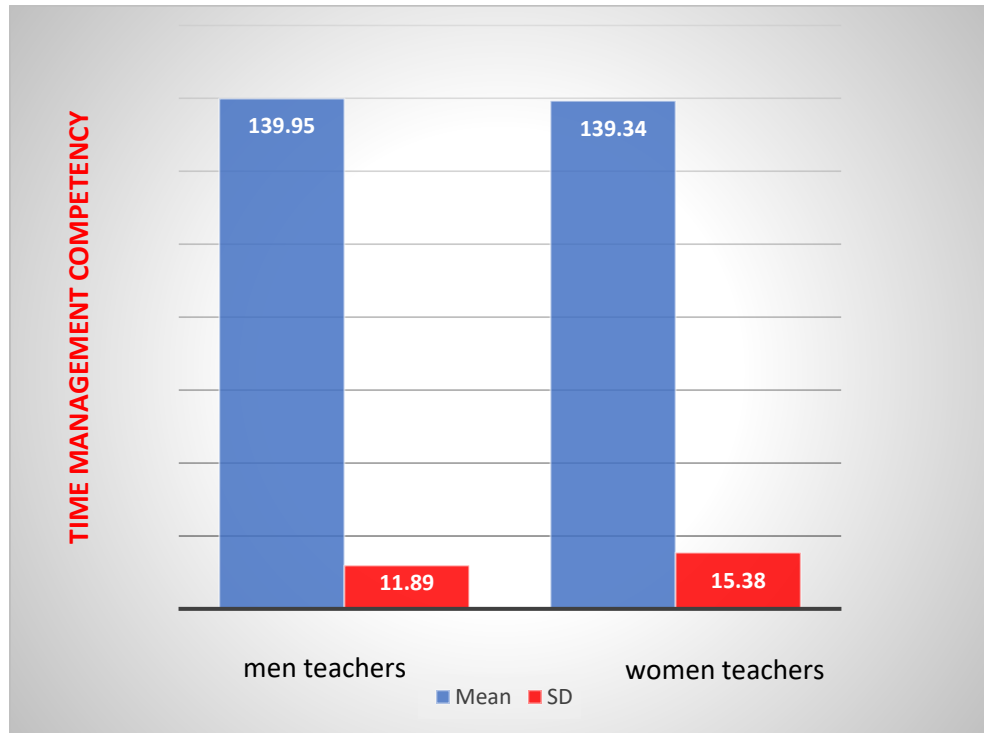
<h1 style="text-align:center">Hypothesis – 11</h1>

There is no significant mean difference between the time management competency among joint and nuclear family primary school teachers.

Table 4.13 showing the Mean, standard deviation and 't'- value of the time management competency with respect to the joint and nuclear family primary school teachers.

Dependent variable	Groups	n	Mean	S.D	t- value	df	Level of significance at 0.05
Time management competency	Joint family teachers	49	137.88	12.30	.842	273	Not significant
	Nuclear family teachers	226	139.82	15.11			

Figure 4.9 showing the Mean and standard deviation of the time management competency with respect to joint and nuclear family primary school teachers.
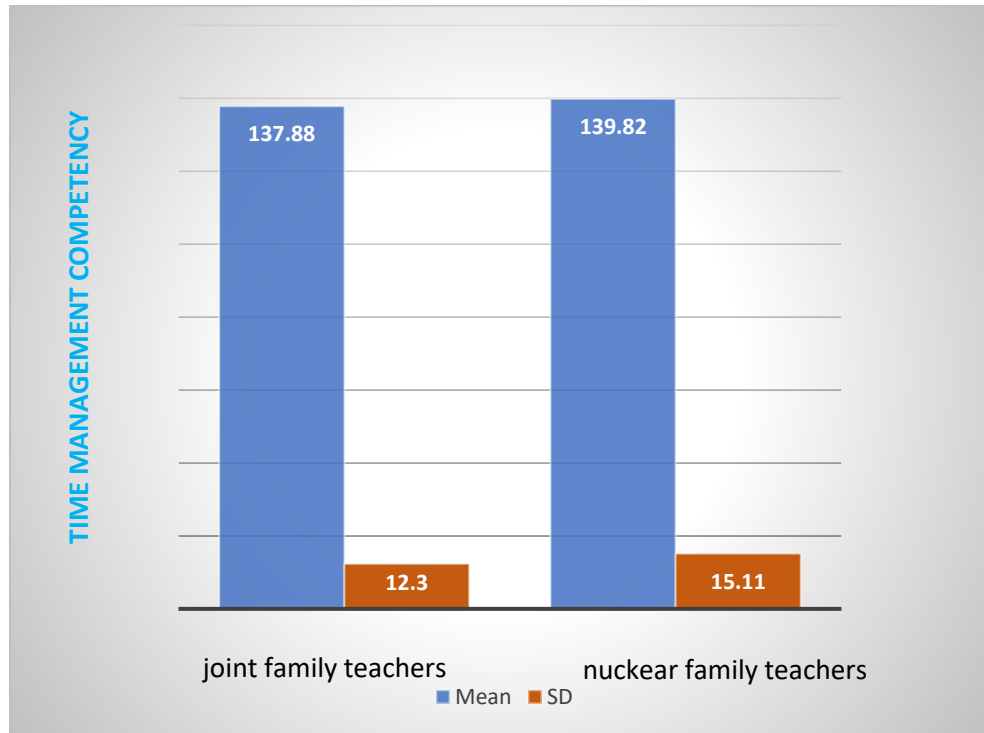
From the table 4.13 and figure 4.9, it is found the calculated t – value (.097) is lesser than the table value at 0.05 level of significance. Hence, the null hypothesis is accepted. Thus, there is no significant mean difference between the time management competency among joint and nuclear family primary school teachers.

Hypothesis – 12

There is no significant mean difference between the time management competency among less and more experienced primary school teachers.

Table 4.14 showing the Mean, standard deviation and 't'- value of the time management competency with respect to the less and more experienced primary school teachers.

Dependent variable	Groups	n	Mean	S.D	t- value	df	Level of significance at 0.05
Time management competency	Less experienced teachers	125	139.18	13.03	.310	273	Not significant
	More experienced teachers	150	139.73	15.92			

Figure 4.10 showing the Mean and standard deviation of the time management competency with respect to less and more experienced primary school teachers.
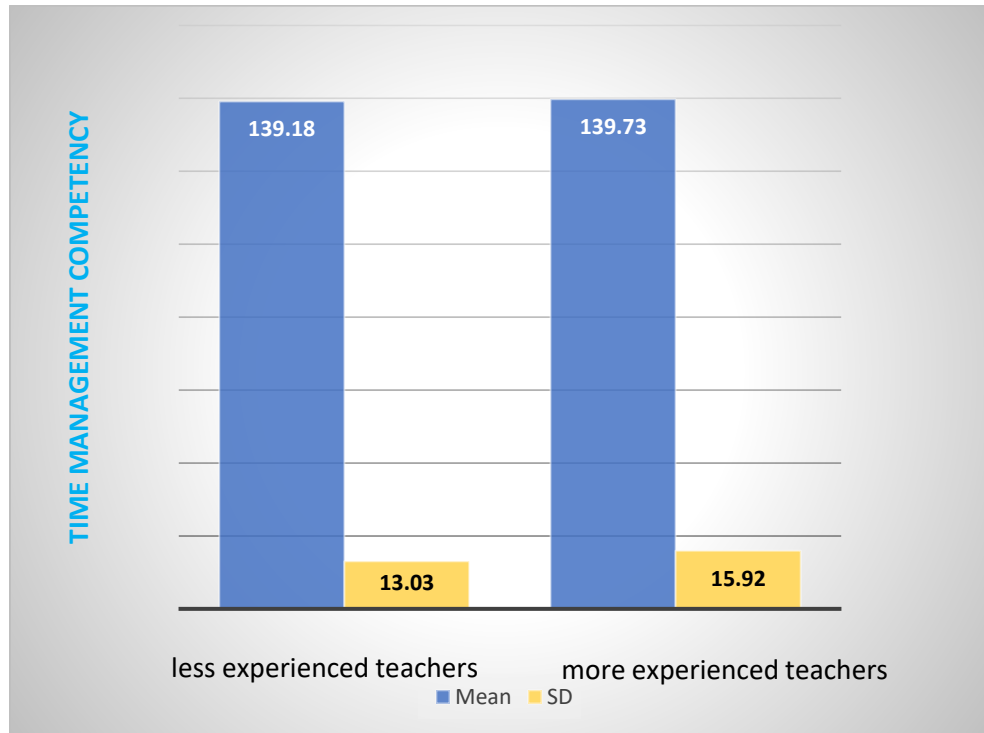
From the table 4.14 and figure 4.10, it is found the calculated t – value (.097) is lesser than the table value at 0.05 level of significance. Hence, the null hypothesis is accepted. Thus, there is no significant mean difference between the time management competency among less and more experienced primary school teachers.

SUMMARY AND CONCLUSION

Chapter – V
SUMMARY AND CONCLUSIONS

5.1 INTRODUCTION

PROCRASTINATION

Procrastination (from Latin's "procrastinare", that translates in to: the prefix pro-, 'forward', and the suffix -crastinus, 'till next day' from cras, 'tomorrow') is the avoidance of doing a task that needs to be accomplished. Sometimes, procrastination takes place until the "last minute" before a deadline.

Procrastination can take hold on any aspect of life—putting off cleaning the stove, repairing a leaky roof, seeing a doctor or dentist, submitting a job report or academic assignment or broaching a stressful issue with a partner. Procrastination can lead to feelings of guilt, inadequacy, depression, and self-doubt.

CHARACTERISTICS OF PROCRASTINATORS

Procrastinators disappoint other people and themselves by not keeping promises that they make.

12 They constantly seek excitement and attention through the negative attention generated by passive aggressive behavior.

13 They are regularly late for appointments.

14 Humans regularly procrastinate greatly over the things they have to do. In college this results in poor academic achievement.

15 They tend to put off making decisions.

16 They tend to avoid concentrating on studies and engage in daydreaming or switching to other less important tasks.

17 The procrastinators may struggle with feelings of low self-confidence and low self-esteem. They may insist upon a high level of performance even though they may feel inadequate or incapable of actually achieving that level.

18 The procrastinators may spend considerable time justifying their reasons of being busy, the time that they could have actually spend doing studies.

19 Procrastinators may express stubbornness or pride.

20 Procrastination may control or manipulate the behaviour of others.

21 Procrastination is often difficult to eliminate since the delay behaviour has become a method of coping with day-to-day pressures and experiences.

22 The procrastinators often cannot understand their behaviour or why they cannot get work done like others which is frustrating for them.

On the basis of the foregoing discussion on the definitions, views and opinions of the notable psychologists on Procrastination, and its characteristics,

TIME MANAGEMENT COMPETENCY

Time management refers to a range of skills, tools, and techniques used to manage time when accomplishing specific tasks, projects and goals. This set encompasses a wide scope of activities, and these include planning, allocating, setting goals, delegation, analysis of time spent, monitoring, organizing, scheduling, and prioritizing. Initially time management referred to just business or work activities, but eventually the term broadened to include personal activities as well. A time management system is a designed combination of processes, tools and techniques

Time perception has been found to be very important in determining academic achievement. A number of studies have showed a positive correlation between academic achievement and time perception (Achamamba, 1990; Josephs and Halan, 1995; Promod, 1996).

Any teacher must become fully conscious of the dimension of time in classroom instruction for curriculum transaction. There is rigorous budgeting of time for a well-rounded spectrum of teaching-learning activities in the classroom. He or she must plan the various modes of activities-presentation, questioning for formative evaluation, on-the-spot assignments, drills and practices as also the distribution of floor time for slow, average and fast learners. Time budgeting across the various activities must be in proportion to their putative contribution to the eventual mastery of communication.

Raja Ganesan, 2006 says that the student teachers must be monitored and evaluated on this dimension of time management during their practice teaching program. There may be quite a number of time-wasters in teaching.

5.2 STATEMENT OF THE PROBLEM

The present study is **""PROCRASTINATION AND TIME MANAGEMENT COMPETENCY AMONG PRIMARY SCHOOL TEACHERS IN CUDDALORE DISTRICT"**

5.3 OBJECTIVES OF THE STUDY

The following are the objectives of the study:

24. To study the level of procrastination and time management competency among primary school teachers in Cuddalore district.

25. To study the procrastination among upto 45 years old and above 45 years old primary school teachers.

26. To study the procrastination among men and women primary school teachers.

27. To study the procrastination among urban and rural primary school teachers.

28. To study the procrastination between joint and nuclear family of primary school teachers.

29. To study the procrastination between less and more teaching experienced primary school teachers.

30. To study the time management competency among upto 45 years old and above 45 years old primary school teachers.

31. To study the time management competency n among men and women primary school teachers.

32. To study the time management competency among urban and rural primary school teachers.

33. To study the time management competency between joint and nuclear family of primary school teachers.

34. To study the time management competency between less and more teaching experienced   primary school teachers.

5.4 HYPOTHESES OF THE STUDY

Following are the hypothesis of the present study:

1. The level of procrastination among primary school teachers is high.

2. The level of time management among primary school teachers is high.

3. There is no significant mean difference between the procrastination among upto 45 years old and above 45 years old primary school teachers.

4. There is no significant mean difference between the procrastination among men and women primary school teachers.

5. There is no significant mean difference between the procrastination among urban and rural primary school teachers.

6. There is no significant mean difference between the procrastination between joint and nuclear family of primary school teachers.

7. There is no significant mean difference between the procrastination between less and more teaching experienced   primary school teachers.

8. There is no significant mean difference between the time management competency among upto 45 years old and above 45 years old primary school teachers.

9. There is no significant mean difference between the time management competency among men and women primary school teachers.

10. There is no significant mean difference between the time management competency among urban and rural   primary school teachers.

11. There is no significant mean difference between the time management competency between joint and nuclear family of   primary school teachers.

12. There is no significant mean difference between the time management competency between less and more teaching experienced   primary school teachers.

5.5 SAMPLE OF THE STUDY

The present population is primary school teachers from selected blocks in Cuddalore district. 275 Sample are drawn from schools at Cuddalore district.

5.6 TOOL USED IN THE STUDY

5.6.1. Personal Information profile

Based on the details required for the background variables, the personal profile has been prepared by the researcher and drafted. The details like name, Designation, School name, Block, sex, age, educational qualification, locality, martial status, Work experience, Family type etc… occupied the personal data sheet.

5.6.2 Teacher Procrastination scale

The teacher Procrastination Scale was also used in the current study. This tool was developed by the researcher developed a 40-item measure of teacher procrastination scored on a 5-point Likert-type scale.

5.6.3 Time management competency scale

This tool time management competency scale was constructed by D.N. Sansanwal and Meenakshi Parashar at Indore. Time management competency scale was developed to help people to know the extent to which they can manage the available time efficiently. The time management operationally has been defined as the process wherein well-defined activity or activities is/are sequenced so that the pre-determined objectives/goals/ aims cane be achieved efficiently. According to Charles and legendry, time management is comprised of four steps. These are planning, organizing, leading and evaluating. These steps formed the basis of developing time management competency scale.

5.7 PROCEDURE OF THE STUDY
Actual study

The data was collected from the schools. A prior permission was obtained from the head of the institutions and teachers were first given instruction. They were given assurance about the confidentiality of the information collected from them. Questionnaires were distributed and instructions were given regarding the way to fill them. The teachers were given ample time to complete the questionnaire and then the collected data was collected.

5.8 FINDINGS OF THE STUDY

Following are the findings of the present study:

1. The level of procrastination among primary school teachers is average.

2. The level of time management among primary school teachers is average.

3. There is no significant mean difference between the procrastination among upto 45 years old and above 45 years old primary school teachers.

4. There is no significant mean difference between the procrastination among men and women primary school teachers.

5. There is significant mean difference between the procrastination among urban and rural primary school teachers.

6. There is significant mean difference between the procrastination between joint and nuclear family of primary school teachers.

7. There is no significant mean difference between the procrastination between less and more teaching experienced   primary school teachers.

8. There is no significant mean difference between the time management competency among upto 45 years old and above 45 years old primary school teachers.

9. There is no significant mean difference between the time management competency among men and women primary school teachers.

10. There is no significant mean difference between the time management competency among urban and rural   primary school teachers.

11. There is no significant mean difference between the time management competency between joint and nuclear family of   primary school teachers.

12. There is no significant mean difference between the time management competency between less and more teaching experienced   primary school teachers.

5.9 EDUCATIONAL IMPLICATIONS OF THE STUDY

By studying about the procrastination and time management competency of the teacher it is found that the skills like planning, organizing, leading and evaluating plays an important in the time management skills of the primary school teachers. Hence primary School teachers must be given training in the different ways to plan, organize, lead and evaluate their time utility. Thus, by learning these skills, they can apply it

5.10 RECOMMENDATIONS OF THE STUDY

Following are the recommendation of the study:

1. Training on avoiding procrastination must be given to teachers.

2. Present in-service teacher training curriculum could be revised by adding time management competency skills.

3. Training session on time management competency skills could be developed and utilized.

4. Encourage the teachers to utilize time management tools. That can help Them set goals and set remainders.

APPENDICES

TEACHER PROCRASTINATION SCALE

Instructions: Below are given 40 statements related to time management competency. Read each statement carefully and tick in any one of the 5 alternative responses. Five possible modes of responses are provided such as **N-Never, R-Rare, S-Sometimes, O-Often, A-Always,**

Sl.No.	Statements	N	R	S	O	A
	Teaching					
1	I feel bored in handling class.					
	வகுப்பறை கற்பித்தல் சலிப்பை ஏற்படுத்துவத்தாக உணர்கிறேன்					
2	For me teaching is a difficult work.					
	கற்பித்தல் ஒரு சிரமமான வேலையாக எனக்கு தோன்றுகிறது					
3.	I postpone in completing portions.					
	படங்களை குறித்த நேரத்தில் முடிக்க இயலவில்லை					
4.	I consider teaching is stressful.					
	கற்பித்தல் பணி மன அழுத்தம் நிறைந்தாக எண்ணுகிறேன்.					
5.	I take more time in completing portions.					
	பாடப்பகுதிகளை முடிக்க அதிக நேரம் எடுத்துக்கொள்கிறேன்.					
6.	I'm the last to complete portions to my students.					
	மாணவர்களுக்கு பாடப்பகுதிகளை முடிப்பதில் நானே கடைசியாக உள்ளேன்.					
7.	To handle a new class it is very tough for me.					
	புதிய வகுப்பறையை கையாள்வதுஎனக்கு மிகவும் கடினமான ஒன்று.					
8.	I am not satisfied with my teaching.					
	எனது கற்பித்தலில் நான் மனநிறைவு அடைந்ததில்லை.					
9.	I dislike the routine classroom works in school.					
	தொடர்ச்சியான அன்றாட வகுப்பறை பணிகளை வெறுக்கிறேன்.					
10.	I feel difficult to use new methods of teaching.					
	புதிய கற்றல் கற்பித்தல் அணுகுமுறைகளை வகுப்பறையில் பயன்படுத்துவதை சிரமமாக உணர்கிறேன்.					
	Evaluation / assessment					
	மதிப்பீடு					
1.	It is delay to do paper correction.					
	மாணவர்களின் விடைத்தாள்களை திருத்துவதில் தாமதம் ஏற்படுகிறது.					
2.	Question paper preparation is a tedious work for me.					

	வினாத்தாள் தயாரிப்பு பணி எனக்கு கடினமான ஒன்று.					
3.	I delay to do evaluation works.					
	எனது மதிப்பீட்டு பணி தாமதமாகவே உள்ளது.					
4.	I give corrected answer scripts to my students lately.					
	மதிப்பீடு செய்யப்பட்ட வினாத்தாள்களை மாணவர்களுக்கு தாமதமாக வழங்குகிறேன்.					
5.	Report card preparation work is cumbersome for me.					
	மதிப்பீட்டு அறிக்கை தயாரித்தல் பணி எனக்கு சிரமமானது.					
6.	I take lot of time to complete progress card work.					
	தேர்ச்சி அறிக்கையை குறித்த நேரத்தில் வழங்க அதிக நேரம் எடுத்துக்கொள்கிறேன்.					
7.	I am very slow in preparing achievement chart.					
	அடைவுத்தாளை தயாரிப்பத்தில் நான் மிகவும் பின்தங்கியுள்ளேன்.					
8.	1 feel I am not good in competency based evaluation works.					
	திறன் அடிப்படையிலான மதிப்பீட்டு பணிகளில் நான் சிறப்பாக இல்லை என உணர்கிறேன்.					
9.	I tend to delay in formative assessment in my class					
	எனது வகுப்பறையில் வளரறி மதிப்பீட்டு தேர்வை தாமத்தப்படுத்த முனைகிறேன்.					
10.	For me CCE evaluation is very difficult and I take lot of time to complete it.					
	தொடர் மற்றும் முழுமையான மதிப்பீடு எனக்கு கடினமான ஒன்றாக தோன்றுகிறது, அதனை முடிக்க அதிக நேரன் செலவிடுகிறேன்.					
	Documentation / Record keeping					
	அறிக்கை தயாரித்தல்/பதிவேடுகளை பராமரித்தல்					
1.	I feel difficult to maintain record both on achievement test and CCE.					
	அடைவுச் சோதனை மற்றும் தொடர் மற்றும் முழுமையான மதிப்பீட்டு பதிவேடுகளை பராமரிப்பதை மிகவும் கடினமானதாக உணர்கிறேன்.					
2.	Correcting students 'home work and class work notes are very tedious task for me.					
	மாணவர்களின் வகுப்பறை மற்றும் வீட்டுப்பாட புத்தகங்களை சரிபார்த்தல் செயல் எனக்கு மிகவும் கடினமாக உள்ளது.					
3.	I can't be much attentive in record keeping work.					
	பதிவேடுகளை பராமரிப்பத்தில் நான் அதிக கவனம் செலுத்துவதில்லை.					

No.	Statement					
4.	I take lot of time to do progress report.					
	தேர்ச்சி அறிக்கை தயாரிக்க அதிக நேரம் எடுத்துக்கொள்கிறேன்.					
5.	I am not interested in documentation works.					
	அறிக்கை தயாரித்தலில் எனக்கு ஆர்வமில்லை.					
6.	For me writing notes about all the events is very difficult.					
	எல்லா நிகழ்வுகளைப்பற்றி குறிப்பெழுதுவது எனக்கு கடினமான ஒன்று.					
7.	I very slow in submitting notes of lesson to my head.					
	எனது தலைமைக்கு பாடக்குறிப்பை சமர்ப்பிப்பதில் நான் மிகவும் பின் தங்கியுள்ளேன்					
8.	I don't find enough time to prepare progress report.					
	மாணவர்களின் தேர்ச்சி அறிக்கைகள் தயாரிக்க போதுமான நேரம் இருப்பதில்லை					
9.	I delay to do my written works in school.					
	எனது பள்ளி சார்ந்த எழுத்து வேலைகளை தாமதப்படுத்துகிறேன்.					
10.	I delay all types of writing work in school.					
	பள்ளி சார்ந்த அனைத்து எழுத்து வேலைகலையும் தாமதபடுத்துகிறேன்.					
	Feedback					
	பின்னூட்டம்					
1.	I don't give immediate feedback to my students.					
	எனது மாணவர்களுக்கு நான் உடனடியாக பின்னூட்டும் வழங்குவதில்லை.					
2.	I feel bored during parents' teacher meeting.					
	பெற்றோர் ஆசிரியர் சந்திப்பு எனக்கு சலிப்பை ஏற்படுத்துகிறது.					
3.	I don't communicate to each and every student about their mistakes in subject.					
	பாடத்தில் ஒவ்வொரு மாணவரும் செய்யும் தவறுகளை தெரிவிப்பதில்லை					
4.	I hurry in giving corrected paper to my students.					
	திருத்திய விடைத்தாள்களை மாணவர்களுக்கு வேகமாக வழங்க முயற்சிக்கிறேன்.					
5.	I delay to give feedback to my students.					
	எனது மாணவர்களுக்கு தாமதமாகவே பின்னூட்டம் வழங்குகிறேன்.					
6.	I don't have time to provide feedback to my students.					
	மாணவர்களுக்கு பினூட்டம் வழங்க எனக்கு நேரம் இல்லை					
7.	I postpone my works related to giving feedback to students.					

	மாணவர்களுக்கு பின்னூட்டம் வழங்குவது சார்ந்த வேலைகளை ஒத்திவைக்கிறேன்.					
8.	I don't have enough time to give feedback to my students.					
	எனது மாணவர்களுக்கு பினூட்டம் வழங்க போதுமான நேரம் இல்லை					
9.	I don't talk to parents much.					
	நான் பெற்றோர்களிடம் அதிகம் பேசுவதில்லை.					
10.	I like to quickly complete parents meeting.					
	வெகு விரைவில் பெற்றோருடன் சந்திப்பை முடிக்க விரும்பிவேன்.					

TIME MANAGEMENT COMPETENCY

Instructions: Below are given 36 statements related to time management competency. Read each statement carefully and tick in any one of the 5 alternative responses. Five possible modes of responses are provided such as **A**- Always, **F**-Frequently, **S**-Sometimes, **R**-Rare, **N**-Never.

Sl. No	Items	A	F	S	R	N
1.	I do all the activities keeping the time factor in mind. நேர காரணிகளை மனிதில் கொண்டு நான் எல்லா வேலைகளையும் செய்கிறேன்.					
2.	I am not able to complete the work systematically in the scheduled time. அட்டவணையிட்ட நேரத்தில் நான் வேலைகளை செய்ய இயலவில்லை.					
3.	I do the work sequentially to make time related planning successful. நான் வேலைகளை தொடர்ச்சியாக நேரத்திற்கு ஏற்ப திட்டமிடுதலின்படி வெற்றிகரமாக செய்கிறேன்.					
4.	I make time schedule before doing any work. நான் ஒரு வேலையை துவங்கும் முன் கால அட்டவணையை செய்கிறேன்.					
5.	I start work before the decided time. நான் ஒரு வேலையை துவங்கும் முன் கால அட்டவணையை செய்கிறேன்.					
6.	If the work does not get completed within time period, then I become upset. ஒரு குறிப்பிட்ட நேரத்திற்கு முன்பாகவே வேலையை முடிக்காவிட்டால் கவலை அடைகிறேன்.					
7.	When I try to finish the work in the stipulated time, then its quality does not remain good. ஒரு குறிப்பிட்ட நேரத்திற்கு நான் வேலையை முடிக்கும்போது அந்த வேலையின் தன்மை நன்றாக இல்லை.					
8.	I am able to complete the work in stipulated time. ஒரு குறிப்பிட்ட நேரத்திற்குள் என் வேலையை செய்ய முடிகிறது.					
9.	My family members are not happy with my decision related to me. காலத்திற்கு ஏற்ப தீர்மானம் செய்வதை எனது குடும்ப உறுப்பினர்களுக்கு மகிழ்ச்சி அளிக்கவில்லை.					
10.	I face the problem in getting the work done by others in stipulate time. நான் மற்றவர்களை ஒரு குறிப்பிட்ட நேரத்திற்குள் வேலையை முடிக்க வைப்பது எனக்கு பிரச்சனையாக உள்ளது.					
11.	I keep my watch with me to complete the work on time. நான் வேலையை நேரத்தில் முடிப்பதற்காக கை கடிகாரம் அணிகிறேன்.					
12.	If I am not able to complete the work on fixed time, then I feel restless. ஒரு குறிப்பிட்ட நேரத்திற்குள் என்னால் வேலையை முடிக்க முடியவில்லை என்றால் நான் கவலை அடைகிறேன்.					
13.	I put all my efforts to complete the work in the stipulated time. ஒரு குறிப்பிட்ட நேரத்திற்குள் ஒரு வேலையை முடிப்பதற்கு நான் முழு முயற்சி எடுக்கிறேன்.					
14.	Even having lack of time, I spend my time in doing other's work. எனக்கு போதிய நேரம் இல்லாத போதிலும் நான் மற்வர்களின் வேலை செய்வதற்கு எனது நேரத்தை பயன்படுத்துகிறேன்.					
15.	I feel shortage of time. எனக்கு நேரம் குறைவாக உள்ளது.					
16.	Spending more time on work decreases the possibility of errors.					

	ஒரு வேலையில் அதிக நேரம் செய்யும்போது பிழைகள் குறைகிறது.					
17.	Systematic planning helps in saving of time. ஒருகிணைந்த திட்டமிடுதல் நேரத்தை சேமிக்க உதவுகிறது.					
18.	The time required for work becomes the mater of worry for me. வேலைக்கு தேவையான நேரம் எனக்கு எப்போது கவலை அளிக்கிறது.					
19.	The pressure to complete the work with in time period makes me feel tired. ஒரு குறிப்பிட்ட நேரத்திற்குள் வேலையை முடிக்கின்ற அழுத்தம் எனக்கு சோர்வை ஏற்பத்துகிறது.					
20.	My first priority is the utilization of time during selection of work. எனது முதல் குறிக்கோள் வேலையை தேர்ந்தெடுக்கும் போதே நேரத்தை ஒதிக்கிடுதல்					
21.	I start doing new work without thinking. நான் எதை பற்றியும் யோசிக்காமல் ஒரு புதியவேலையை துவக்குகிறேன்.					
22.	I go for meeting without taking prior appointment. முன்னதாகவே அறிவிக்காமல் நான் ஒரு சந்திப்புக்கு செல்கிறேன்.					
23.	I conclude my get together in pre-decided time. நான் முன்னதாகவே திட்டமிட்டு எனது நண்பர்களை சந்திக்கிறேன்.					
24.	I save the time by making modification in activities when the expected results are not attained. எனக்கு எதிர்பார்த்த பிழை ஏற்படாதபோது நான் மேற்கொண்ட காரியங்களில் சில மாற்றங்களை செய்கிறேன். இதன் மூலம் நான் நேரத்தை மிச்சப்படுத்துகிறேன்.					
25.	Accomplishing the huge work as a whole takes large time so I divide it in small parts. ஒரு பெரிய வேலையை செய்ய நிறைய நேரம் தேவைபடுகிறது. எனவே நான் வேலைகளை பகுதிகளாக பிரிக்கிறேன்.					
26.	During planning, I make arrangement for extra time along with approximate time required for completing the work. நான் திட்டமிடும்போது ஒருவேலையை முடிக்க தேவைப்படும் நேரத்தைவிட கூடுதலான நேரம் வைக்கின்றேன்.					
27.	Time is managed by self-control. சுயகட்டுப்பாடு மூலம் நேரத்தை கவனிக்க முடியும்					
28.	Time is saved by precious experiences. முந்தய அனுவங்களைவைத்து நேரத்தை காப்பாற்ற முடியும்					
29.	By reducing unwanted activities, the time is utilized. தேவையற்ற செயல்களை குறைத்து நேரத்தை பயன்படுத்தலாம்.					
30.	I am not bale to fulfill the given responsibilities on time. எனக்கு கொடுத்த பொறுப்புகளை என்னால் கொடுத்த நேரத்துக்குள் முடிக்க முடிய வில்லை.					
31.	To complete the work in pre-decided time, I think of its' options in advance. ஒரு வேலையை நிர்மானித்த நேரத்திற்குள் முடிப்பதற்கு நான் அவ்வேலைகளில் விலையை முன்னதாகவே யோசிக்கிறேன்.					
32.	After completing the work, I do not analyze the management of time with regard to planning. ஒரு வேலையை செய்துமுடித்த பின்பு நான் எவ்வாறு வேலைக்காக நேரத்தை ஒதுக்கினேன் என்பதை யோசிப்பதில்லை.					
33.	I save time by utilizing appropriate tools. நான் உகந்த கருவிகளை கொண்டு நேரத்தை மிச்சப்படுத்துகிறேன்.					

34.	Unnecessary interference does not waste time. தேவையற்ற இடையூருக்கள் என் நேரத்தை வீணடிப்பதில்லை					
35.	I do not manage time, keeping in mind the long-term results. நான் நீண்ட கால விலையை மனதில் கொண்டு நேரத்தை திட்டமிடுவது இல்லை					
36.	In case of lack of time, I am not able to work with concentration. நேரம் இல்லாத போது என்னால் கவனமாக வேலை செய்ய முடியவில்லை.					

Figure 1Data collection in Virudhachalam block

Figure 2 Data collection in Annagramam Block

Figure 3 Data collection in Annagramam block

Figure 4Data collection in kammapuram block

Figure 5 Data collection in Annagramam block

Figure 6 Data collection in Bhuvanagiri block

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