ST. MARY'S UNIVERSITY COLLEGE

BUSINESS FACULTY

DEPARTMENT OF MANAGEMENT

ASSESSMENET OF TIME MANAGEMENT PRACTICE IN SUNNY SIDE EDUCATIONAL INSTITUTE

By

BELACHEW H/MICHAEL

JUNE. 2011
SMUC
ADDIS ABABA

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A senior essay submitted to the department of management business faculty

In partial fulfillment of the requirement for degree of bachelor of arts in management

By

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COMMITTEE OF EXAMINERS APPROVAL SHEET

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FACULTY OF ____Business______________

DEPARTMENT OF ___Management___________

APPROVED BY THE COMMETTEE OF EXAMINERS

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Of all priorities, I would like to thank to my advisor Ato Wendafrash For his advice and guidance and also I would like to thank the employees those who cooperate to fill the questionnaires and the owner of the institute.

Acronyms

SSEI	=	**Sunny Side Educational Institute**

Table of content

Chapter One

INTRODUCTION

CHAPTER TWO

CHAPTER THREE

CHAPTER FOUR

SUMMARY ,CONCLUSION AND RECOMMENDATION

List of tables

CHAPTER ONE

1. Introduction

1.1 BACK GROUND OF THE STUDY

Education is the most important and vital element to overcome poverty, illiteracy and to bring new technology to development of one country. To create productive human resource, school plays a great role. So Sunny Side Educational Institute was established based on the above principle. Therefore, how this institute practice time management?

As we know time is an essential feature of social and organizational life. It is our prime organizing tool. People use time in order to create, shape, and order their worlds. And yet despite importance, we take our time values and uses of time largely for granted. Time is currently a fashionable motif. A popular time consciousness has emerged from attention to the millennium seen. This paper try to show the way how this institute manage time properly? Time is a fundamental dimension of organizational life and action but its study, as a number of authors have indicated (Clark 1985, 1990; Bluedorn and Denhardt 1988; Burrell 1992), has been strangely neglected. Time, nevertheless, is all pervasive in the basic concepts of organizational analysis.

Frequently used concepts, as instability of environments, change, competitiveness, learning, risk, uncertainty, or decision making, all embody the dimension of time and involve attempts, in the present, to envision the effect of possible action upon the future, based upon knowledge derived from past experience. Yet time remains implicit, rather than explicit, in consideration of these concepts. When it is considered, time tends to be treated as a linear, uncontrollable, constantly unfolding fact of life rather than as a variable, socially constructed in part, and experienced in different ways.

The aim of this paper is to develop a more explicit theory of organizational time in order to further its comparative study. At the centre of the theory is the notion of a timeframe built around the interpretation and experience of events in the present, through seen as a dependent variable, as an outcome of the organizational and institutional context within which a timeframe is located.

Time is also seen to be an independent variable in the sense of enabling us to understand various organizational particular, those of decision making and learning. During decision making, organizational participants intentionally attempt, in the conceptions about the past and their relevance to the future.

Clusters of time experiences derived from a number of specific variables are suggested and seen as outcomes of organizational and institutional settings, but which also lead to modes of decision making and learning.

1.2 Statement of the problem

The problem which shown in this institute the teachers, supportive workers, and the student how much they are devoted for time , how can the institution aware the workers . This study will try to indicate the problem area and show the way how to eliminate the problem. The term Time Management is a misnomer. We cannot manage time; we manage the events in our life in relation to time. We may often wish for more time but we only get 24 hours, 1,440 minutes or 86,400 seconds each day. How we use that time depends on skills learned through self-analysis, planning, evaluation, and self-control.

1.3 Basic Research questions

1. How do the worker give attention to time?
2. How often the time is held?
3. What are the factors of lateness?
4. How can these people manage this problem?
5. How SUNNY SIDE INSTITUTE make awareness about use of time?

1.4 Objective of the study

1.4.1 GENERAL OBJECTIVES

The main objectives of the study will be to assess the practice of time management under taken by SSEI , and to investigate the organization current system of time management.

1.4.1 Specific objective

- Identify the major problem of SSEI. In practicing TIME MANAGEMENT
- To identify the employees activities in time managing
- Investigate how the society of the institution aware for using time
- To suggest possible solution to SSEI time managing problem
- To provide summary of the major findings and relevant policy recommendations.
- To examine how the staff devoted about time using.

1.5 Significant of the study

This paper is helpful for the institute to see the strength and weakness of their Time management practice. This research also helps in refreshing the management body regarding their role and efficiency in time managing their employee's performance with a rational and systematic-approach of measurement on the top of this it helps in rating employees time managing fairly and to take appropriate adjustment regarding proper placement training and the like. Every researcher should have something to contribute since a lot of time ,money and above all human energy is exerted to do it . So this study believed to contribute the following:

- The study tries to reveal the major factors that affect using time properly.
- The study could help SSEI to improve the controlling mechanism of using or managing time.
- The study create awareness on the part of time managing how carefully planned and control to attain the institution goals.

- The researcher believes that such a study will serve as a spring board for other researchers who would like to study the same issue in a wider scale.

1.6 Delimitation(scope) of the study

The study focuses only on the time management practice in SSEI. Due to the fact that the institute scattered into seven compounds . I try to assess from 2002 up to 2003E.C. two years .

1.7 RESEARCH DESIGN AND METHODOLOGY

In this study, descriptive survey method will be employed in order to assess and describe the practices of time management in SSEI. To make the study fruitful the researcher will use both primary and secondary source of data .

Primary sources include interviews and questionnaire , while secondary sources such as , reports , published and unpublished documents.

1.7.1 POPULATION AND SAMPLING TECHNIQUE

Target population

The study encompasses all the institute's compounds accordingly all 210 employees will considered as the total population for the study.

Sample

The full list of the entire population was used as a basis for; a simple random sampling technique. This results in a representative sample. Therefore, out of the total population , 63 employees (30% of the total population) were considered for the study.

1.7.2 Types of data collected

The study used both primary and secondary data from primary and secondary sources.

1.7 .3 METHOD OF DATA COLLECTION

Questionnaire, interview observation and relevant document review techniques will used to collect primary and secondary data .
Questionnaire : open and closed ended question will be distributed for 61 employees.

1.7.4 DATA ANALYSIS METHODS

Various types of data will collect from all sources has been organized in a meaningful way and interpreted as well . The data obtained from questionnaire and interview will tabulated and present in percentages.

1.8 limitation the study

In doing this research, the researcher faced cost and shortage of time.

1.9 The organization of the study

The study is organized in four chapters the 1st chapter consists of the problem and its approach which mainly contains definitions of term back ground objective problem statement, significance methodology, scope, limitation and time schedule of the study . In addition it contains of the back ground of the organization chapter two deals with review of related literature ,chapter three is concerned with data presentation and analysis. The last chapter contains conclusions and recommendations.

Time Schedule for the study

_ The research is tentatively scheduled to be completed with in __20___ weeks. Activities to be performed and the time budgeted for each is shown below

Types of activities	Time budgeted
Selection and submission of the topic	1
Writing and submitting the proposal	2
Writing and submitting review of related literature	3
Collecting ,presenting and analyzing data and submitting	10
Writing and submitting of conclusion and recommendation	2
Typing ,editing and submitting paper	2
Total	20 Weeks

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Definition and meaning

TIME : is the only commodity which all human beings are equally endowed with at the rate of 24 hours a day. Like Alice in the Wonder land , most of us spend the better part of our lives in extricating ourselves from a self made web of action . Since it is common to expect others to lend us , we anticipate others to put sign post in our lives , and to tell us when and how to reach these sign posts .

An analysis of time spent into the following items may be helpful. Planning for short term, planning for the day , firefighting , attending to visitors, phone calls, dictating letters paperwork, meeting subordinates, meeting bosses , staff problems, evaluation of work ,thinking, reading mediating getting information, communicating , procrastinating, crisis management , training , attending personal work in office , enjoying leisure , etc. The concept 'work expands to full the time available for it' itself is major cause of wastage . A dynamic chief executive can always earn the respect and goodwill of the people by virtue of this abilities , and must not waste his time in image building exercise.

2.2 Time in organizations: its experience, explanations and effects

Time is a fundamental dimension of organizational life and action but its study, as a number of authors have indicated (Clark 1985, 1990; Bluedorn and Denhardt 1988; Burrell 1992), has been strangely neglected. Time, nevertheless, is all pervasive in the basic concepts of organizational analysis. Frequently used concepts, such as instability of environments, change, competitiveness, learning, risk, uncertainty, or decision making, all embody the dimension of time and involve attempts, in the present, to envision the effect of possible action upon the future, based upon knowledge derived

from past experience. Yet time remains implicit, rather than explicit, in consideration of these basic concepts. When it is considered, time tends to be treated as a linear, uncontrollable, constantly unfolding fact of life rather than as a variable, socially constructed in part, and experienced in different ways.

The aim of this paper is to develop a more explicit theory of organizational time in order to further its comparative study. At the centre of the theory is the notion of a timeframe built around the interpretation and experience of events in the present, through knowledge derived from the past, while envisioning possible futures. In this sense, time is seen as a dependent variable, as an outcome of the organizational and institutional context within which a timeframe is located.

Time is also seen to be an independent variable in the sense of enabling us to understand various organizational processes, in particular, those of decision making and learning.

During decision making, organizational participants intentionally attempt, in the present, to connect the past to the future, while learning involves some change in conceptions about the past and their relevance to the future.

Clusters of time experiences derived from a number of specific variables are suggested and seen as outcomes of organizational and institutional settings, but which also lead to modes of decision making and learning. The overall model, depicted in Figure 1, will therefore lead to a number of propositions concerning inter-relationships between variables. As Figure 1 indicates, any direction of causation is open to feedback and we therefore include, for instance, the notion that outcomes from decision making and learning are likely to affect the organizational and institutional levels of analysis.

2.3 The Social Construction of Time

The demand from sixteenth and seventeenth century navigators for ever more accurate chronometers for determining longitude had a major impact upon the availability of accurate clocks. However, ancient mariners were well aware of the distinction between clock and experienced time because long periods of inactivity could be punctuated by the need for instant response to rapid changes in sea and weather. How then do we know time, what social forces create our experience of time, and what are the consequences of this experience with particular reference to organizational life?

Contrasting Newtonian and Einsteinian views of the universe gives us an appropriate starting point for considering these questions.

In the seventeenth century, Newton was in a position to integrate the accumulated and changing perceptions of the universe of the previous two centuries. The rhythms of the planets had been observed and his laws of motion were based upon a universalistic notion of clock time along with the other fundamental physical dimensions of mass and length. According to the Newtonian view, all three dimensions are independent of one another and measurable on continuous, linear, quantifiable scales. Clock time, therefore, is assumed to be experienced free from contingent events, verifiable according to a universal, public (Clark 1985) and transitive scale.

Einstein demonstrated a relativistic perspective to time according to the relative velocity of two or more observers. From this perspective, Newtonian time is seen, as with Newtonian mechanics, as a special case of a more complex, variable and less linear idea which only holds when velocities are low relative to the velocity of light. Psychological (Fraisse 1964; Orme 1969) and sociological theories of time (Gurvitch 1964; Giddens 1984; Clark 1985) have also indicated the inter subjective nature of time inherent in theory of relativity whereby what is experienced is the result of the group, community or organization to which one belongs. For example, Gurvitch (1964: 30) sees social time in terms of the movements of a number of social phenomena, and outlines eight types of time based upon the relation of past, present and future, along with the degree of continuity and duration of events.

Durkheim (1915) emphasizes the importance of social rhythms whereby communities and social groups can have their own time relative to other communities and relative to clock time. The social rhythms, whereby time is experienced as the result of shared activities and events in a community, relate to Durkheim's notion of organic solidarity and emphasize the inter subjective nature of time. These ideas are also reflected in the current interest in cultural theories of organizations and institutions (Douglas 1987) with Hofstede (1994), for instance, adding the time dimension to his well known four dimensions of culture through a distinction between short- and long-term orientations.

2.4. Time Management Concepts

Time management is the art of arranging, organizing, scheduling, and budgeting one's time for the purpose of generating more effective work and productivity. There are an abundance of books, classes, workshops, day-planners, and seminars on time management, which teach individuals and corporations how to be more organized and more productive. Time management has become crucial in recent years thanks to the 24/7, busy world in which we live.

Time management is important for everyone. While time management books and seminars often place their focus on business leaders and corporations, time management is also crucial for students, teachers, factory workers, professionals, and home makers. Time management is perhaps most essential for the person who owns his or her own business or who runs a business out of the home. Managing work and home responsibilities under the same roof takes a special type of time management.

An important aspect of time management is planning ahead. Sometimes, successful time management involves putting in more time at the outset in order to reorganize one’s life. Though many time management books and teachings differ in their suggestions, most agree that the first step in efficient time management is to organize the workspace or home. Even if one's schedule is well-ordered, but the office and filing system are a disaster, time will be wasted trying to work efficiently in a disorderly place.

After cleaning, purging, and reorganizing the home or office, the next step in time management is to look at all the activities one participates in during a week. Every last detail should be written down, including the time it takes to shower, dress, commute, attend meetings, make phone calls, clean the house, cook dinner, pick up the children from school, take them to after-school activities, and eat meals. Also include time for entertainment or exercise, such as driving to the gym, going for a walk, watching television, or surfing the Internet.

Often, when individuals write down every last activity, they find that there is very little time left for sleeping. The end result is that many activities must be pared down, eliminated, consolidated, or delegated. Prioritizing activities on a scale of one to three – one being the most important and three being the least – can help with this task.

Lastly, good time management involves keeping a schedule of the tasks and activities that have been deemed important. Keeping a calendar or daily planner is helpful to stay on task, but self-discipline is also required. The most efficient to-do list in the world will not help someone who does not look at or follow his own daily planner.

Of course, the other side of the argument is to remember to live. Get on top of your time management, get organized, and stay on task, but live your life. Schedule some time off every day and at least one day off each week. Be organized, but do not be a slave to time management.

Research on the effective use of time has generated several time management terms. The most common term is time-on-task, or engaged time. Other terms include available time, allocated time, academic learning time (or ALT), pacing, transition time, and instructional momentum.

2.4.1. Available Time

This is the time available for all activities. The available time is limited by the number of days in a school year (approximately 365 days) and the number of hours in a school day (approximately eight hours, including one hour of break time). Available time will be divided among all the diverse functions of a school, including the recreational, social, and academic goals that form the mandated and the hidden curriculum present in every school district.

Schools vary only slightly in the number of school days in a school year, but there is considerably more variability in the hours assigned per day and in the average daily attendance. Variations of up to two hours per day among school districts have been noted (Stallings, 1975). The data on average daily attendance has shown that some schools within the same district provided more schooling than other schools because of variations in average daily attendance (Wiley & Harnischfeger, 1974).

The amount of time available for all school activities in a school year.
6 hours = 100%

2.4.2. Allocated Time

Allocated time is the amount of time assigned for instruction in a content area, without reference to the quality of the activities being conducted during that time. In allocating time to a specific curriculum area, one must consider how the time is allocated as well as total time set aside for the class. The amount of time and the way it is distributed during the day, week, and school year are issues related to allocated time. In an extensive multiyear study of teaching practices, the following findings on the allocation of time were reported (Fisher et al., 1980):

Within reading and mathematics, classes differed in the amount of time allocated to different skill areas. For example, in one second-grade class, the average student received 9 minutes of instruction over the whole school year in the arithmetic associated with the use of money. This figure can be contrasted with classes where the average second grader was allocated 315 minutes per school year in the curriculum content area of money.

As another example, in the fifth grade some classes received less than 1,000 minutes of instruction in reading comprehension for the second year (about 10 minutes per day). This figure can be contrasted with classes where the average student was allocated almost 5,000 minutes of instruction related to comprehension during the school year (about 50 minutes per day) [p. 16]. Berliner (1984), in a review of the research literature on content decision, make the following observations:

- The assumption that the curriculum and associated time allocations are set by school boards and administrators is only partly true. The final arbiter of what is taught is the classroom teacher.

- The research has documented wide variations among teachers for both content and time allocation decisions, even in the presence of clear and mandatory regulations detailing content and time allocations.

- The empirical data relating to content coverage, or content emphasis to achievement, is clear. The opportunity to learn a content area is perhaps the most potent variable in accounting for achievement in that area.

- Berliner concluded his review of content decision with the following statement by Bachmann and Schmidt (1981):
- During the school day, elementary school teachers can be a law unto themselves, favoring certain subjects at their discretion. What is taught matters, hence arbitrariness in content decisions is clearly inappropriate. If personal feelings about teaching subject matters are not bounded by an impersonal conception of professional duties, children will suffer the consequences.
- Responsibility in content decision making requires that teachers examine their own conduct, its main springs and potential effects on what is taught [p. 54].

The amount of time allocated for instruction in a content area. 79%

2.4.3. Engaged Time

Engaged time is the amount of time the student is actively involved in such learning tasks as writing, listening, and responding to teacher questions. Engaged time does not include classroom tasks such as handing in a paper or waiting for a teacher to pass out materials, or inappropriate activities such as disruptive talking to another student or daydreaming.

Doyle (1986), in reporting on some of the most well-documented research on teacher behavior by Gump (1967), stated:

Gump found that approximately one-half of the teachers' acts involved instruction (questions, feedback, imparting knowledge, etc.). The rest of the time the teachers were involved in organizing and arranging students for instruction and orienting them to tasks (23% average), dealing with deviant behavior (14%), and handling individual problems and social amenities (12%) [p. 399].

The amount of time the student is actively engaged in learning tasks. Average = 42% Range = 25%-58%

2.4.4. Academic Learning Time (ALT)

Academic learning time has been defined as time spent by a student engaged on a task in which few errors are produced and where the task is directly relevant to an academic outcome (Romberg, 1980).

The concept of ALT represents a considerable refinement over engaged time. Romberg noted that ALT is positively correlated with achievement, whereas time unsuccessfully engaged in academic tasks is negatively related to student achievement.

In order to determine which tasks were directly relevant to an academic outcome, ALT researchers emphasized correspondence between the tasks and the tests that would be used to measure student achievement. The alignment among the teacher's instruction, student learning activities, the curriculum, and tests of student outcomes is an important issue that will be treated in more detail in "Academic Monitoring." ALT addresses one of these relationships - namely, the alignment between the student learning activity and the test used to measure student outcomes. Clearly, increasing academic learning time is a high priority for the teacher. The measurement of ALT is complex, because one has to combine the assessment of the time-on-task with measures of success and measures of the appropriateness of the learning tasks.

In one study (Fisher et al., 1980) that documented ALT in a large number of classrooms, it was noted that ALT varied from four to fifty-two minutes per day. The researchers commented on this finding as follows:

It may appear that this range from 4 to 52 minutes per day is unrealistically large. However, these times actually occurred in the classes in the study. Furthermore, it is easy to imagine how either 4 or 52 minutes per day of Academic Learning Time might come about.

If 50 minutes of reading instruction per day is allocated to a student who pays attention about a third of the time, and one-fourth of the student's reading time is at a high level of success, the student will experience only about 4 minutes of engaged reading at a high success level. Similarly, if 100 minutes per day is allocated to reading for a student who pays attention 85 percent of the time at a high level of success for almost two-thirds of the time [he or she] will experience about 52 minutes of Academic Learning Time per day [p. 23].

The ALT notion of success in the engaged tasks represents a major refinement of the concept of engaged time. Marliave and Filby (1985) noted that "student success during instructional tasks is an ongoing learning behavior of equal or greater importance than that of time allocated to criterion-relevant tasks or student attention during those tasks" (p. 222).

The amount of time successfully engaged in academic tasks.

Average = 17%   Range = 10%-25%

Pacing.

Pacing has two related dimensions. One dimension, curriculum, pacing, is concerned with the rate at which progress is made through the curriculum. The second dimension, lesson pacing, is concerned with the pace at which a teacher conducts individual lessons. One team of researchers summed up the importance of pacing as follows:

> . . . researchers have shown that most students, including low-achieving students, learn more when their lessons are conducted at a brisk pace, because a reasonably fast pace serves to stimulate student attentiveness and participation, and because more content gets covered by students.
>
> This assumes, of course, that the lesson is at a level of difficulty that permits a high rate of student success; material that is too difficult or presented poorly cannot be learned at any instructional pace [Wyne, Stuck, White, & Coop, 1986, p. 20].

Berliner (1984), in discussing the rate at which progress is made through the curriculum, reported:

> The evidence for the power of the pacing variable keeps mounting. The more the teacher covers, the more students seem to learn. This is hardly shocking news. But again, it is the variability across classes that is more impressive. One teacher adjusts the pace in the workplace and covers half the text in a semester; another finishes it all. One teacher has 20 practice problems covered in a lesson, another manages to cover only 10. One teacher has students who develop a sight vocabulary of 100 words before Christmas, another teacher's students learn only 50 [p. 55].

Thus, pacing, like many other characteristics of effective instruction, shows considerable variability among teachers and has a pronounced effect on student achievement.

In comparing the effective and less effective teachers, Good, Grouws, and Ebmeier (1983) noted that the less effective teachers covered 37 percent less when measured on a daily rate. Less effective teachers tended to try and catch up late in the course and then provided too much material without any distributed practice to consolidate and review the content. Clearly, the amount of content covered daily relates to other skills and should be viewed as both a symptom and a cause.

2.4.5.Transition Time.

A lesson consists of a series of related instructional activities, including demonstrations, discussions, guided practice, and independent practice. Considerable time can be wasted if the transitions between these different activities within a lesson are not managed quickly and smoothly.

To facilitate smooth transitions that maintain instructional momentum and student attention, teachers must demonstrate a wide range of curriculum and classroom management skills. One method of reducing transition time (which is not necessarily recommended) involves reducing the number of lesson activities. For example, a teacher who confines a lesson to one activity ("Work the examples at the end of Chapter 6 and raise your hand if you want help") will have no trouble with transition time, because transitions will be eliminated. However, the omission of activities, such as guided practice, may reduce learning outcomes.

For transitions to occur quickly and smoothly,

- The teacher must have materials ready and demonstrate confidence in closing one activity and initiating the next.
- The teacher must exercise increased vigilance during the transition period.
- The student must enter the next activity with interest and the expectation of success.

In summarizing the research on effective instruction and transitions, Doyle (1986) made the following observation:

. . . skilled managers marked the onset of transitions clearly, orchestrated transitions actively, and minimized the loss of momentum during these changes in activities. Less effective managers, on the other hand, tended to blend activities together, failed to monitor events during transitions, and took excessively long to complete the movement between segments. Transitions appear to require considerable vigilance and teacher direction to accomplish successfully [p. 416].

The skillful management of transitions does far more than save time. Kounin and Doyle (1975) reported that misbehavior is most likely to occur when there is a lag in the continuity of a lesson. Gump (1967) found that teachers dealt with more deviant behaviors during transitions than during any other time. Ross (1983) stated that the management of transitions was one of the critical management tasks faced by teachers. No surgeon manipulates more interacting complex variables in a short time span than does the master teacher managing a transition. Ross (1983) searched the research literature for management procedures for "reducing the chaos of transitions" and identified a number of principles, including advance preparation, use of routines, and movement management.

Instructional Momentum.

Pacing and transition time management contribute to instructional momentum . Both teacher and student need to feel a sense of movement through the curriculum. A loss of momentum will indicate structural problems in the instruction. A prolonged loss of momentum will have destructive, affective consequences for both teacher and student as well as a negative effect on student achievement. Well-maintained momentum has positive affective consequences for student and teacher.

2.5.Practical Suggestions: Time Management

The practical suggestions in this section represent a collection of ideas based on classroom observations, experience, and a review of the effective teaching literature and teacher magazines. Feel free to incorporate any of these suggestions that work for you.

2.5.1. *Increasing Allocated Time*

Keep Sufficient Materials and Supplies Available.

1. Run off extra worksheets. Use them with students who "forget" their homework assignments.
2. Have worksheets/activities planned for students who finish early.
3. Make certain worksheets are sequenced in the order they will be used.
4. If there is more than one page in a handout, be sure that you have collated and stapled the pages.
5. Elicit the assistance of students or parent volunteers in completing preparation activities.

***Have Necessary Equipment and Supplies Available*.**

1. 1.If you are using audio equipment, test the equipment before you plan to use it.
2. If you are using an image projector or an overhead projector, make certain you have a spar bulb available.
3. 3.Make certain you have sufficient extension cords and electrical adapters.
4. 4.Check to see if a technical person will be available when you plan to use audiovisual equipment. Know where to find this person.
5. 5.Regularly check to see that you have sufficient supplies of office materials such as pens, pencils, and markers.

Keep Materials and Equipment Easily Accessible.

1. Store materials near the area where they are to be used. Transportable boxes may be helpful.
2. Use file folders to store worksheets for separate individuals or groups.
3. Keep your daily schedule and lesson plans open on your desk or worktable.

***Plan the Collection and Correction of Homework*.**

1. Ask students who have not finished their homework to write "yes" on the blackboard. (You can then easily count how many students have finished their homework and how many have not.)
2. When calling roll, have students respond "yes" if they have done their homework, and "no" if they have not.
3. Ask for choral answers to each problem in a homework assignment. When the chorus weakens, tag the problem as being difficult. As each answer is given, ask students to circle the problems they have worked incorrectly.
4. Count the number of students who answered each problem correctly and incorrectly by calling out the problem number and asking students to raise their hands if they answered the problem correctly.
5. If a student fails to return a homework assignment, have him or her take a duplicate copy of the assignment and begin working on it in another part of the classroom. Reinforce the student for working quietly.
6. If a student has partially completed a homework assignment, ask him or her to correct as much of it as is completed and then proceed to another part of the room to complete the work. Reinforce the student for working quietly.

The entire homework-checking procedure should take less than five minutes.

2.5.2. Increasing Engaged Time

Begin Classwork on Schedule.

1. Establish a schedule of classes and post a copy where all students can see it.
2. Initially, provide a reward for those who begin classwork on schedule. Gradually tone down the reward and praise for those who begin on time.

Get the Attention of the Class.

1. 1.Give a signal or verbal prompt, such as "When everyone is sitting quietly, we will begin our math lesson."

2. Wait until all students have come to order before beginning the class.

3. Praise the group when all students are attending.

Get the Class Started after Breaks in the Schedule.

1. 1 .Establish a routine activity, such as a three-minute math facts sheet, to begin immediately after a break. During the break, place math facts worksheets face down on students' desks.
2. Use the setting of a kitchen timer as the signal to begin work.
3. Develop a set of index cards with review questions. Begin the class by randomly selecting two or three of the questions and asking the group to answer them. "Brain teasers" or riddles may also be used in a similar manner.

Use Nondisruptive Signals to Get Students Involved.

1. Use eye contact to indicate desired behavior.
2. Use a hand signal to designate appropriate behavior.
3. Post room rules in the classroom. Use a verbal cue, such as "Remember what to do," to indicate that students should refer to the appropriate rule.
4. Stand near those students who might have difficulty focusing on their work.

Focus Students' Attention on Instructional Tasks.

1. Use a verbal prompt such as, "Ready!"
2. Inform students of a reinforcing activity that is contingent on completing a particular task.

For example, say, "When we have finished this math worksheet, it will be time for recess."

Circulate around the room.

1. First, make certain that the work has been well prepared, introduced, and explained, so that most students can progress smoothly through an independent practice assignment rather than waiting for help.
2. When circulating, most of your interactions with students should be fairly brief.
3. Make certain the physical layout of your room facilitates movement among student's desks.
4. Have a few extra chairs available so that you can easily sit down if you need to help a student for a short time.
5. If students are waiting to be helped, ask them to go on to the next problem if they are able, so that they do not waste time.

2.5.3. Increasing Academic Learning Time

Enhance Students' involvement.

1. Attempt to make a correlation between the instructional task and the students' personal lives.

   Example: "Let's say you wanted to buy a pack of gum at the store; you have 25 cents, but the gum costs 35 cents. How much more do you need?"
2. Ask students to describe situations where they have needed to use math to solve a problem in their personal lives. For example, ask them to describe a shopping experience.

Make Certain Students Attend to Initial Presentations.

1. Make certain you have eye contact with students when describing lesson content, giving directions, asking questions, and assigning activities.

3. Make certain that students listen to comments made by other students during small-group discussions.
4. To make certain that students have attended to information you or another student have presented, ask them to repeat the information back to you in their own words.

Involve Students in the Instructional Activity.

1. Watch for student behaviors that indicate they are involved in the lesson or activity. Such behaviors include listening, responding, reading, writing, and participating in group work.
2. Ask students questions that confirm whether or not they have been involved in the lesson or instructional activity. "Who, Why, When, Where, and How" questions are usually fairly easy to generate quickly.

***Provide Relevant Lessons and Assignments*.**

1. Avoid giving students "busy work."
2. Find out what students are interested in and build instructional activities around those interests.
3. Develop a questionnaire that determines what students are interested in. (This could be part of a writing assignment.)
4. Focus on teaching students the skills they most need to know in their daily lives, such as time, money, and measurement.

Organize Presentations.

1. Task-analyze the concept or task being presented, paying special attention to the structure and sequencing involved.

2. Script or outline the steps of the lesson. When you present the lesson, tape-record or videotape it so that you can check to see how well your presentation followed the outline.
3. Prepare to teach new material in small steps so that the possibility for errors in learning is lessened.
4. Plan to practice until overlearning occurs. That is, students should continue to practice beyond the point where they can do the task accurately. Automaticity is also important.
5. Think about whether the concepts, vocabulary, sentence structure, and examples in your presentations are consistent with students' levels of understanding and rate of learning.
6. .Group study, tutorial help, textbooks, workbooks, programmed instruction units, audiovisual methods, and academic games can be used to help organize effective presentations.
7. Avoid including extraneous material in instructional presentations.
8. Structure facilitates memory. If new information is presented in a structured manner, students can more easily reconstruct the steps in a given learning process.
9. Use specific, concrete procedures.

Pacing Curriculum and Lessons

Cover an Appropriate Amount of Material.

There is a direct relationship between the amount of material covered and the amount students learn. Establish a yearly schedule for covering the required curriculum.

Pace Presentations.

1. When students respond correctly, comment quickly on their responses and move on.
2. In most situations, pause no more than one second between questions.

3. If you are working at an appropriate level of difficulty for a group of students, your expectations of their potential should not greatly affect the pace. That is, even if you are working with a group of students who function below grade level, this doesn't mean that you have to present information at a slower pace, provided you are working at a level they can understand.
4. Reduce the level of difficulty rather than slow down the pace.

2.5.4.Decreasing Transition Time

Prepare Students in Advance.

1. Warn students about upcoming transitions. A few minutes before a change in activity, warn students that the change is impending. This is especially helpful at the beginning of the school year or the beginning of a new schedule.

2. Provide students with verbal directions to facilitate transitions. Describe in a step-by-step manner exactly what the expected procedure will be. Transition can involve a physical movement or a change in focus.

3. Make certain students are attending before giving directions for transitions.

Bring Activities to Closure.

1. Bring activities to closure before the transition occurs. This can be accomplished by summarizing the main points of the lesson or bringing a halt to a recess activity.

2. When students are involved in self-paced activities, such as independent practice, let students know every ten minutes or so how much time they have left to work.

Establish Routines to Facilitate Transitions.

1. Establish a standard set of actions to facilitate transitions. Students need to know clearly what is expected of them. They should be able to make transitions without explicit direction from the teacher.

2. Establish a procedure for students who complete work early. This will reduce the amount of time they spend waiting for their classmates to finish assignments.

3. When some students finish an assignment early, reinforce those who find something appropriate to do while they are waiting.

Manage Student Movement During Transitions.

1. Plan for movement transitions within the classroom, out of the classroom, and into the classroom. Consider the number of students involved in the transition: only one student, a group of students, or the entire class.

2. For each transition, decide whether students should move from one activity to another individually or as a group.

3. Determine whether students need to "line up" to move from one activity to another, or whether they should move independently. Consider the amount of disruptive, inappropriate behavior that occurs with each procedure.

4. When students are waiting in line, engage them in a teacher-directed activity. This is a great opportunity for a quick review of math facts or for reciting prose.

5. Teach students to bring necessary materials when moving to small-group sessions.

Train Students to Respond to Signals.

1. Teach students to respond immediately to a signal to move about the room.
2. Develop and use the same signal for each transition.
3. Establish transition procedures and practice them.

During the day, keep track of the number and length of transitions. Using a stopwatch can be helpful in keeping track of transition time.

Avoid Interruptions.

1. Don't allow transition periods to interrupt the how of the lesson.
2. After starting a new activity, don't return to an old one.
3. Avoid irrelevant announcements and ill-timed interjections.
4. Be prepared to manage two types of transitions: student transitions (sharpening a pencil, getting a drink of water) and teacher transitions (locating a set of worksheets, answering a telephone call).
5. When working with a group of students, don't spend excessive time with any one student.
6. Don't digress or get sidetracked on irrelevant issues.
7. Following student responses, continue quickly with the presentation.
8. Save time by collecting papers after students have started the next activity.

Instructions for Self-evaluation

Each of the checklists evaluates five major instructional skills. For example, Skill 2 on the Time Management Checklist addresses engaged time, and the instructional skill is broadly defined by the statement, "A high percentage of the allocated time is spent 'on-task' by students." Several evaluation questions are provided in each skill area. These evaluation questions provide a functional definition of the instructional skills and a vehicle for the self-evaluation process. You should feel free to add additional evaluation questions that further describe your instructional practices in this area.

For each evaluation question, you should fill in a numerical rating and any helpful comments that will further describe the skill. For the numerical rating, use the following four-point scale and associated criteria.

1. No change is needed in present practices.
2. There are minor problems that can be corrected quickly and easily.

3. There are major problems that will require a considerable investment in time and effort.
4. I need more specific information on my own behavior before I can decide whether I have a problem.

In most cases, the numbers 2 through 4 should be followed by a comment that addresses the issue in more detail. It will be helpful in the subsequent planning for instructional improvement if the comment addresses the context. For example, the evaluation question, "a. Does a lesson start quickly and smoothly?" might be followed by a rating of "2," indicating a minor problem. This rating might then be followed by the comment, "Have difficulty with Monday morning language arts lessons." Such a comment would not be unusual for a teacher who makes a considerable investment in class preparation on weekdays but might not be highly prepared on Mondays.

If the teacher had difficulty achieving a smooth, quick start to most of the daily language arts lessons, a rating of "3," indicating a major problem, would be more appropriate. Any ineffective instructional practice that is consistently present, or any practice that adversely and systematically affects the quality of education of even one student, should be classified as a major problem.

Please feel free to make multiple copies of the self-evaluation checklists. The copyright on the self-evaluation checklists in waived in cases where the copies are used in conjunction with this content. You will notice that no attempt has been made to provide global numerical scores. This information is intended to facilitate instructional improvement rather than the classification of teachers based on some number. The intent of the evaluation effort will be achieved by a progressive and systematic process that consolidates strengths and replaces less effective instructional practices with more effective ones. Any attempt to summarize or provide global numerical scores might serve only to de-emphasize the specific practical information needed to drive the self-improvement process.

A professional evaluation effort is not something that occurs once every year or two and culminates in some global classification of a teacher; it should involve the teacher in an active and continuous role. Teachers should accept the primary responsibility for identifying practices that consolidate strengths and replace less effective practices with more effective ones. For each major topic, you will find suggestions for the self-improvement planning process.

2.6. Timelines and Change Measures

Please describe your timelines and how you will measure change in relationship to the objective(s) you have selected.

Results

Upon completion of your self-improvement project, write a brief description of the results of the implementation. Attach any raw data sheets that were used to gather information and describe any changes that were made during your project.

2.7. Time Management

Background

Scheduling and managing time wisely are important for the student organization leader. If you miss important appointments and deadlines you will cause complications both to your organization and to your academic and personal life. This causes anxiety, frustration, guilt, and other nasty feelings.

Purpose

What is Time Management?

- It is a process of constantly asking what is more important, and arranging priorities to reflect each choice.

- It is knowing:

  - ❖ A system: For helping you meet your goals
  - ❖ Practical tips: For using your time effectively
  - ❖ How to succeed: When facing stumbling blocks or procrastination
  - ❖ Yourself: Your habits, goals, and time during the day when you're most alert and productive

Time management really means managing yourself!

Time Management Tips

Only 20-25 percent of a student's time is controllable, and the average student is interrupted every 10 to 15 minutes. This fact suggests the need to minimize interruptions but also to plan them into your day.

An effective way to isolate and manage the interruptions and any unexpected items is to use a priority system. On your daily to-do list, mark the important and essential things to be done today with A, the secondary items with B, and the marginal items with C.

- Delegate (provide link to delegating tips here):

- ❖ .Determine who and why
- ❖ .Determine what and when
- ❖ .Check for understanding and acceptance

Have interim status checks

Recognize and reward.

Procrastination

Procrastination = Negative Delay

Tedious, difficult, or uninteresting tasks are usually those that we put off doing. Yet, it is these tasks that are essential to success in college. Procrastination slows achievement of current goals, and restricts future opportunity as time is clogged up. The time spent before the job is not properly tackled and is usually wasted. Procrastination can come about in a number of ways:

Paralysis by planning

Here the planning process is drawn out to avoid confronting an issue. Plans are argued and polished and perfected, but implementation of the plans is delayed unnecessarily.

Perfectionism

Often tasks are fussed over long after they have been achieved to quite a sufficient level. This often serves to delay tackling other problems. Often perfectionism simply is not required, and is not cost- effective to achieve.

Boredom

Boring jobs are very easy to delay for spurious reasons. Here self-discipline is needed.

Hostility

Where you are hostile to the task, or the person giving the task, there is a strong temptation to delay.

The Deadline High

Coming up against a tight deadline and meeting is immediately satisfying. It can be associated with strong rushes of adrenaline. The problems with this are that you may find that jobs are being delayed precisely to get this rush of adrenaline, and that occasionally jobs may fail because they are begun too late. The way to tackle procrastination is to set deadlines by which goals should be achieved. The way to avoid Deadline High procrastination is to set intermediary goals which must be achieved.

Positive Delay

Occasionally delay can be positive and useful. When you are tired, upset, or angry it can often be best not to tackle jobs that require sensitivity and clarity of thought. If you do not have the information or skills to do a job properly, it may be best to delay until you have acquired them. It is okay to delay if there is something more important to do than the job being delayed. Delay can also be useful in a situation where you feel threatened or are unhappy about the course of action needed to meet a crisis. By delaying in these cases you give time for more information to come to light to guide the choice, may see a different perspective that changes your view of the circumstances. Alternatively, random occurrences may give you a useful advantage, or may reduce the severity of a problem.

These positive aspects of delay must not, however, be used as an excuse to avoid action that is obviously essential.

CHAPTER THREE

3. DATA ANALYSIS, PRESENTATION AND INTERPRETATION

Introduction

This study tries to reveal time management practice in SSEI. With Special reference to different compound . To come up with the required results , the researcher has used questionnaire as data collection tools and distributed to the sample respondents. Majority of the respondents have filled out and returned the questionnaires distributed to them. This gives a response rate of

In this Part of the study ,the data collected through questionnaire is tabulated and analyzed and interpreted . The chapter has three parts. The first part presents the characteristics of the respondents. The second part represents detailed analysis and discussion of data collected through the distribution of questionnaire . The third and last part of the chapter discuses the information obtained from documents.

3.1 **Characteristics of the respondents**

Table 1. Respondents according to sex Age and Educational background

		Respondents			
		Male		Female	
No	**Item**	**No**	**%**	**No**	**%**
1	**Sex**	**25**	**39.98**	**38**	**60.32**
	Total	**25**	**39.68**	**38**	**60.32**
2	**Age**				
	Below 20	**-**	**-**	**-**	**-**
	20-29	**13**	**20.63**	**33**	**52.38**
	30-39	**9**	**14.29**	**3**	**4.76**
	40-49	**3**	**4.76**	**2**	**3.17**
	Above 50	**--**	**--**	**--**	**--**
	Total	**25**	**39.68**	**38**	**60.31**
3	**Educational Background**				
	Diploma	**10**	**15.87**	**16**	**25.39**
	Degree	**12**	**19.05**	**22**	**34.92**
	MA and above	**3**	**4.76**	**--**	**--**
	Total	**25**	**39.68**	**38**	**60.31**

(Source Primary Data)

As Shown in item 1 table I above , out of 63 employees respondents 25(39.68 %) of them are male and the rest 38 (60.31 %)of are females . This clearly indicates that the number of female employees in SSEI. Is greater   than that of their male counter parts. According to the respondents the organization believes that female employees are performing their job than males. As a result of this , SSEI prefers to employ females.

Regarding the age group of the sample respondents 46 (73 %) are between 20-29 and 12 (19 %) of the employees are between the age of 30-39 and 5 (7.9 %) of the respondents . This may indicate on one hand that the majority of the employees are young and has medium experience. In the other hand, this age range , which is likely to increase the efficiency of the service that the institute gives.

As far as educational qualification of the respondents is concerned , as shown in item 3 of the table , 34 (53.96 %) of the respondents are degree holders . On the other hand 26 (41.27 %) of them are diploma graduates . The rest 3 (4.76 %) of the respondents posses MA. The data indicates that 58.72% of the respondents are BA/MA degree holders. This may enable the organization to undertake its work easily by familizing them with the advanced technology. Thus, the institute seems to be equipped with educated workforce and educated work force is likely to be more productive are creative and be able to easily adopt to new technology.

3.2 Analysis of finding of the study

Table : 2

Item	Alternatives	Response	
		Frequency	% age
Is the Institute use scientific approach to evaluate time management strength and weakness?	Yes	17	26.98
	To some extent	16	25.39
	No	10	15.87
	I don’t have idea	20	31.76
	Total	63	100 .00
Is the institute formulate appropriate strategy for the institute resource strength ?	Yes	42	66.67
	To some extent	16	25.39
	No	5	7.93
	I don’t have idea	-	
	Total	63	99.99

(Source: Survey April 2011)

Degree of awareness

The Same numbers of employees whose responses are presented above were also asked to express their opinion weather they know or not the existing of scientific strategy approach and do the institute formulate appropriate strategy resources strength . The summery of responses is present in the above table and analysis is followed. The survey of the respondents presented above shows that

only 17 or 26.98 % of the represent say Yes. 16 or 25.39 % of the represents don't have sufficient know how.

Table 4 Affecting of lateness

Item	Alternatives	Frequency of response	
		No	%
To what extent the leaders at different levels of the institute giving awareness about importance of time and equal treatment to their followers?	To a very great extent	12	19.04
	To a great extent	12	19.04
	Undecided	4	6.34
	To some extent	35	55.55
	Total	63	100

As shown in table 4 above , 35(55.56 %) of the respondents confirmed that it is to some extent that leaders at different level of the institute treat and aware their followers equally . On the other hand, 24 (38.08 %) revealed that the leaders at different levels of the institute treat and aware their followers equally. The rest are not able to decide or comment. Thus we can say that there is bias or discrimination in the institute. Such a situation is likely to hamper the corporation between employees and the management and this in turn may affect the total work initiation of workers in the institution .However, it should be also remembered that quite a considerable number of respondents ,that is,24 (38.04 %) are satisfied with the way they are treated by the leaders .

Table 5 Frequency of evaluating system of time

Item	Alternatives	Frequency of respondent	
What type of benchmark is used at the time of evaluating institution resource		No	%
	Past experience	12	19.04
	Institute key competitors	10	15.86
	Written document	41	65.20
	Total	63	100

Table 5 show that the majority of the respondents i.e. 41 (65.20 %) are give response the way of evaluating the institution resource by using the written document that is prepared by the institution. However, 10 (15.86 %) of the respondents said that the institute evaluate the institution resource like time by observing others competitors performance and good experience.

Table 6 : Transparency of way of controlling time

Item	Alternatives	Frequency of respondent	
		No	%
Does the controlling system is transparency	Yes	24	38.09
	Partially	16	25.39
	Completely no	23	36.51
	Total	63	99.99

Table 6 shows that the respondents i.e. 24 (38.09 %) are give response the way of controlling time of work at work place is not much transparency . Simply the institute control time of worker by controlling and checking the attendance.

23 (36.51 %) of the respondents said that the controlling system of the institute is not transparency .The rest 16 (25.39 %) of the respondents have no more idea about the controlling system is transparency or not.

CHAPTER FOUR

4. SUMMARY ,CONCLUSION, AND RECOMMENDATION

The study was designed to assess the time management practice in SSEI. To collect the relevant data 70 questionnaires were distributed to the respondent and from these distributed questionnaires 63 have been partially completed and returned . Therefore, data analysis is based on questionnaires result only.

To make analysis more clear frequency count and data percentage are employed.

4.1 Summary

The major findings of the study are summarized as indicated here:

- Most of the employees have no idea about the institute scientific approach to evaluate time management ,about 31.76 % of the respondent. Even if they know the criteria the organization use or apply only some of these criteria during evaluation.
- The result of the study indicated that majority of an employees do not have idea about the transparency of controlling in time management .
- The majority of the respondents said that the institution do not give awareness about how to handle time properly to be more organized and more productive .
- The majority of the respondents said that there is only a written document that is, the agreement paper as a benchmark to evaluate how they used time.

4.2 Conclusions

On the bases of the major findings indicated above, the following conclusions are made.

- When we see the first result under summaries we can draw a conclusion that the institution was/is not use scientific approach to evaluate time management.

- The system doesn’t have consideration for the systematic approach to evaluate time management.
- The system lacks frequent work cross checking
- The institute use to control time management theirs agreement paper as bench mark ,there is gap to remind the whole agreement because there is no copies on the employees hand.

4.3 Recommendations

The following recommendations are helpful to mitigate the problems that the researcher has so far investigated.

- As we can see from the findings, it is better to focus on how to control the employees time management practice.
- If the employees have no awareness about time management practice the institution must give conference or training .
- The leaders also encourage the employees those who are committed on keeping time properly.
- If there is no sufficient transport allowance for the employees , the institute must give the compensate allowance for the to reach in time .

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APPENDICES

APPENDIX A

ST.MARRY UNIVERSITY COLLEGE
Business Faculty
Management Department

Questionnaire to be filled by SUNNY SIDE EDUCATIONAL INSTITUTE permanent workers on the Time management practice.

Part one

First I would like to thank for your willingness to answer this questionnaire . The objective of the interest is to explore the ongoing status of your organization's time management practices and which in turn, to give recommendation for its improvement .

Hence there is no correction would be made upon your answer rather it is clearly to show the level of your personal opinion to the individual inquiry.

Therefore , your frank and sincere reply is highly appreciated for it will positively contribute to the validity of the data to be collected.

No need to write your name .

I appreciate your devotion of time and participation .

For the questions which appear on part one and two put your answer by making 'X' mark on the box(s) or write your idea on the space provided . Please , as much as possible do not jump the open ended questions unanswered.

Part two

1.Name of the institute ______________________

2. sex ☐ Male ☐

3. Age Below 20 ☐ 20—29 ☐ 30—39 ☐

40—49 ☐ Above 50 ☐

4. Department /Campus ___________

5. Your field of work ______________

6 . Year of entry ________

7. How do you join this organization ?

By advertisement ☐ By personal application ☐

By recommendation ☐ By other ☐

8. What is your educational level?

Grade 12 ☐ Certificate ☐ Diploma ☐

1st degree ☐ MA ☐

9. How many years you are giving service in this profession ?________

10. Is the institute used scientific approach to evaluate time management strength and weakness ?

Yes ☐ To some extent ☐ No ☐ I don't have idea ☐

11. Is the institute formulate appropriate strategy for the institute resource strength?

Yes ☐ To some extent ☐ No ☐ I don't have idea ☐

12. What type of bench mark is used at the time of evaluating institute source ?

Past experience ☐ Institute key competitors ☐

13. Dose the controlling system is transparent ?

Yes ☐ Partially ☐ Completely no ☐

14. To what extent are the leaders at different levels of organization give awareness and giving equal treatment to their followers ?

To a very great extent ☐ To a great extent ☐

Undecide ☐ To some extent ☐ To a lesser extent ☐

15. Does the way how to manage time is notices for the concerned party ?

Yes ☐ No ☐

16. Do you take any seminar or training to improve your time management ?

Yes ☐ No ☐

17. Is there any group responsible for time management controlling only?

Yes ☐ No ☐

DECLARATION

I the undersigned, declare that this senior essay project is my original work prepared under the guidance of Mr. Wondafrash _______________ . All source of materials used for the manuscript have been dully acknowledged .

Name ____________________________________

Signature ____________________________________

Place of submission SMUC Department of Management

Date of submission 22/06/2011

Submission of Approval sheet

This senior research paper has been submitted to the department of management in partial fulfillment for the requirement of BA Degree in management with approval as an advisor.

Name ____________________________

Signature _________________________

Date of submission _________________