

Development of an Effective Time Management Module (ETM) for Enhancing Time Management Skills among Student Teachers

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Abstract

Time management is one of the most essential professional competencies required by student teachers to balance academic responsibilities, teaching practice, and personal commitments. Ineffective time management often results in stress, procrastination, reduced academic achievement, and poor professional preparedness. The present study aimed to develop an Effective Time Management (ETM) Module and examine its effectiveness in enhancing the time management skills of student teachers. The study adopted a multi-method research approach incorporating survey, programme development, and experimental methods. A single-group pre-test–post-test experimental design was employed. Fifty-five student teachers enrolled in the integrated B.A.B.Ed. and B.Sc.B.Ed. programmes were selected through purposive sampling. A researcher-developed Time Management Skills Questionnaire was used to assess participants before and after the implementation of the 15-day ETM Module. The collected data were analysed using descriptive statistics (Mean and Standard Deviation) and an inferential statistic (paired t-test). The findings revealed that the mean score increased from 3.30 in the pre-test to 3.94 in the post-test, with a calculated t-value of 9.70, which was significant at the 0.01 level. The results indicate that the ETM Module significantly improved the time management skills of student teachers. The study concludes that structured, activity-based interventions focusing on planning, prioritization, goal setting, self-monitoring, and management of distractions effectively develop time management competencies among future teachers. The module may be integrated into teacher education programmes to enhance academic performance, professional efficiency, and personal well-being.

Keywords: Time Management, Student Teachers, Teacher Education, Instructional Module, Experimental Research, Professional Competencies.

1. Introduction

Time is one of the most valuable yet non-renewable resources available to individuals. Unlike other resources, time cannot be stored, recovered, or replaced once it has passed. Consequently, the effective management of time has become an indispensable life skill that significantly influences academic achievement, professional productivity, and personal well-being. In the context of higher education, particularly teacher education, effective time management is essential because student teachers are required to balance multiple academic, professional, and personal responsibilities simultaneously.

Teacher education programmes involve rigorous coursework, practical teaching experiences, lesson plan

ning, assignments, project work, field engagement, and continuous assessment. Student teachers are expected to demonstrate academic excellence while simultaneously developing professional competencies necessary for effective classroom teaching. However, many student teachers experience considerable difficulty in organising their daily activities, setting priorities, avoiding procrastination, and maintaining a balance between academic and personal responsibilities. These challenges often result in increased stress, anxiety, missed deadlines, reduced learning outcomes, and diminished professional confidence.

Research has consistently demonstrated that students possessing effective time management skills exhibit higher academic achievement, stronger self-regulation, better decision-making abilities, and improved psychological well-being. Effective time management enables learners to prioritise tasks, establish realistic goals, allocate sufficient time for study, minimise distractions, and utilise available resources efficiently. These competencies contribute significantly to enhanced productivity, greater academic satisfaction, and improved quality of life.

Despite the recognised importance of time management, teacher education curricula often provide limited opportunities for systematic training in this area. Most institutions expect student teachers to acquire these competencies independently through experience rather than through structured instructional interventions. Consequently, many student teachers enter the teaching profession without fully developed organisational and self-management skills, which may adversely affect their professional effectiveness.

To address this gap, the present study developed an **Effective Time Management (ETM) Module**, a structured 15-day instructional programme designed specifically for student teachers. The module incorporates activity-based learning, reflective practices, collaborative discussions, case studies, goal-setting exercises, prioritisation strategies, self-monitoring techniques, and digital distraction management. Rather than focusing solely on theoretical concepts, the ETM Module provides experiential learning opportunities that enable participants to practise and internalise effective time management strategies applicable to both academic and professional contexts.

The development of the ETM Module is grounded in established educational and psychological theories, including Self-Regulation Theory, Goal Setting Theory, Cognitive Learning Theory, Attention Control Theory, Behavioural Theory, and Constructivist Learning Theory. These theoretical foundations provide a comprehensive framework for developing sustainable habits related to planning, prioritisation, self-discipline, and reflective practice.

The present study therefore seeks not only to develop a scientifically designed instructional module but also to evaluate its effectiveness in enhancing the time management skills of student teachers. The findings are expected to contribute to teacher education by providing an evidence-based intervention that can be incorporated into pre-service teacher training programmes. Such an intervention has the potential to improve academic performance, reduce stress, enhance professional readiness, and foster lifelong self-management skills among future educators.

2. Statement of the Problem

The present study was undertaken to develop and evaluate the effectiveness of a structured, activity-based **Effective Time Management (ETM) Module** designed to enhance the time management skills and overall productivity of student teachers enrolled in teacher education programmes.

3. Operational Definitions

3.1 Effective Time Management (ETM) Module

The Effective Time Management (ETM) Module refers to a structured, activity-based instructional programme of fifteen days' duration designed to develop essential time management competencies among student teachers. The module incorporates interactive learning activities, reflective exercises, group discussions, case studies, and practical applications focusing on planning, prioritisation, goal setting, self-monitoring, and effective utilisation of time.

3.2. Student Teachers

Student teachers refer to learners enrolled in the integrated B.A.B.Ed. and B.Sc.B.Ed. teacher education programmes who are undergoing professional preparation to become future educators.

3.3. Time Management Enhancement

Time management enhancement refers to the systematic improvement in an individual's ability to plan, organise, prioritise, and effectively utilise available time to accomplish academic and professional responsibilities efficiently while minimising procrastination and unnecessary distractions.

4. Objectives of the Study

The study was conducted with the following objectives:

1. To assess the existing level of time management skills among student teachers.
2. To develop a structured Effective Time Management (ETM) Module for student teachers.
3. To determine the effectiveness of the Effective Time Management (ETM) Module in enhancing the time management skills of student teachers.

5. Assumptions of the Study

The study was based on the following assumptions:

1. Effective planning through daily and weekly scheduling improves academic performance and productivity.
2. Prioritisation of tasks according to their importance and urgency enhances personal effectiveness.
3. Activity-based and participatory instructional strategies are effective in developing behavioural competencies among adult learners.
4. Time management skills can be developed through systematic training and continuous practice.
5. Improved time management contributes to reduced stress and enhanced professional preparedness among student teachers.

6. Research Questions

The study sought answers to the following research questions:

1. What is the existing level of time management skills among student teachers enrolled in the integrated B.A.B.Ed. and B.Sc.B.Ed. programmes?
2. How effective is the Effective Time Management (ETM) Module in improving the time management skills of student teachers?

7. Hypotheses

Research Hypothesis (H₁)

There will be a statistically significant improvement in the time management skills of student teachers

after the implementation of the Effective Time Management (ETM) Module.

Null Hypothesis (H₀)

There will be no statistically significant difference in the time management skills of student teachers before and after the implementation of the Effective Time Management Module.

8. Scope of the Study

The present study was confined to the development and implementation of an Effective Time Management (ETM) Module for student teachers enrolled in the integrated B.A.B.Ed. and B.Sc.B.Ed. programmes. The module was implemented over a period of fifteen days and focused exclusively on developing practical time management competencies through structured, activity-based learning experiences.

9. Limitations of the Study

The study was subject to the following limitations:

1. The investigation was limited to a sample of fifty-five student teachers from a single teacher education institution.
2. The intervention was conducted over a relatively short duration of fifteen days.
3. Data were collected through a researcher-developed self-report questionnaire, which may involve response bias.
4. The study focused exclusively on time management skills and did not examine other professional competencies such as leadership, communication, or emotional intelligence.
5. The findings may not be generalized beyond similar educational contexts.

10. Research Methodology

The present investigation adopted a **multi-method research approach**, integrating survey, programme development, and experimental methods to accomplish the objectives of the study.

Research Methods

- Survey Method
- Programme Development Method
- Experimental Method

Methodology According to Objectives

Objective	Research Method	Sample	Sampling Technique	Research Tool	Statistical Technique
To assess the existing level of time management skills among student teachers	Survey	55 Student Teachers	Purposive Sampling	Researcher-developed Time Management Skills Questionnaire	Mean
To develop the Effective Time Management (ETM) Module	Programme Development	55 Student Teachers	Purposive Sampling	Effective Time Management (ETM) Module	Expert Validation

To determine the effectiveness of the ETM Module	Experimental Method	55 Student Teachers	Purposive Sampling	Time Management skills Questionnaire	Mean, Standard Deviation and Paired t-test
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Research Design

The study employed a **Single-Group Pre-test–Post-test Experimental Design**. The participants' time management skills were assessed before and after the implementation of the ETM Module to determine its effectiveness.

Variables of the Study

Independent Variable

Effective Time Management (ETM) Module

Dependent Variable

Time management skills of student teachers.

Population and Sample

The population comprised all student teachers enrolled in the integrated B.A.B.Ed. and B.Sc.B.Ed. programmes at Ashoka College of Education.

A purposive sample of **55 student teachers** was selected for the study.

Sampling Technique

Purposive sampling technique was employed to select participants who met the objectives of the study and were available throughout the intervention period.

Research Instrument

Data were collected using a **researcher-developed Time Management Skills Questionnaire** designed to assess the planning, prioritisation, organisation, self-monitoring, and utilisation of time among student teachers.

Statistical Techniques

The collected data were analysed using both descriptive and inferential statistics.

Descriptive Statistics

- Mean
- Standard Deviation

Inferential Statistics

- Paired Sample t-test

Development of the Effective Time Management (ETM) Module

The Effective Time Management (ETM) Module was developed after an extensive review of literature and established theories of learning, self-regulation, and productivity. The module was primarily inspired

by the works of Britton and Tesser (1991), Stephen Covey (1989), and Macan et al. (1990).

The module consisted of a structured **15-day activity-based programme** comprising interactive discussions, reflective exercises, case studies, role-play, video-based learning, personal time audits, SMART goal-setting activities, prioritisation techniques, distraction management strategies, and self-monitoring exercises. Each activity was grounded in an appropriate theoretical framework, including Self-Regulation Theory, Goal Setting Theory, Cognitive Learning Theory, Behavioural Theory, Attention Control Theory, Constructivism, and Self-Determination Theory.

The programme required approximately **30 instructional hours** and was designed to cultivate sustainable habits of effective planning, organisation, decision-making, and responsible utilisation of time.

11. Findings

Objective 1: Existing Status of Time Management Skills

Analysis of the pre-test scores revealed that the overall level of time management skills among student teachers was **moderate**. The participants obtained a mean score of **62.73 (66%)** out of the maximum obtainable score of 95. The findings indicate that while student teachers possess basic competencies such as scheduling tasks and organising academic work, they continue to experience difficulties in managing distractions, overcoming procrastination, avoiding time-wasting activities, and maintaining consistent productivity.

These findings clearly indicate the necessity of a structured instructional intervention to strengthen the time management competencies of prospective teachers.

Objective 2: Development of the Effective Time Management (ETM) Module

A comprehensive **15-day Effective Time Management (ETM) Module** was developed incorporating fourteen structured learning activities based on recognised educational and psychological theories. The module addressed essential components of effective time management, including personal time auditing, identification of time wasters, prioritisation through the Urgent–Important Matrix, SMART goal setting, digital minimalism, distraction management, procrastination control, role play, reflective learning, and self-monitoring.

Objective 3: Effectiveness of the ETM Module

The effectiveness of the ETM Module was examined using a paired sample t-test.

The mean score increased from **3.30 (SD = 0.24)** in the pre-test to **3.94 (SD = 0.16)** in the post-test. The calculated **t-value of 9.70** was considerably higher than the critical table value of **2.66** at the **0.01 level of significance**.

The findings demonstrate a statistically significant improvement in the time management skills of student teachers following the implementation of the ETM Module.

12. Interpretation

Since the calculated **t-value (9.70)** exceeded the critical value (**2.66**) at the **0.01 level of significance**, the null hypothesis was rejected. Accordingly, it may be concluded that the Effective Time Management (ETM) Module produced a statistically significant improvement in the time management skills of the participating student teachers. The findings provide empirical evidence supporting the effectiveness of structured, activity-based interventions in developing professional competencies among prospective teachers.

13. Conclusion

The study concludes that the Effective Time Management (ETM) Module significantly enhanced the time management skills of student teachers. The statistically significant increase in post-test scores demonstrates that systematic training focusing on planning, prioritisation, self-regulation, goal setting, and reflective practice can effectively improve the professional competencies of future teachers.

The findings further suggest that integrating structured time management programmes into teacher education curricula can contribute to improved academic performance, enhanced professional preparedness, reduced stress, greater self-discipline, and increased productivity. Consequently, the ETM Module has the potential to serve as a valuable instructional resource for teacher education institutions seeking to develop competent, organised, and professionally effective educators.

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