

10th International Balkan Education and Science Congress on the topic of "Education and globalization"

University „Ss.Cyril and Methodius“-Skopje
Faculty of Pedagogy „St.Kliment Ohridski“-Skopje
Macedonia

10th International Balkan Congress on
Education and Science
„EDUCATION AND GLOBALIZATION“

September 17-19,2015

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Correct time management-condition for greater efficiency

Abstract

Modern lifestyle, the new organizational structure of various institutions, including educational, put the individual in one different, different from the usual situation, a situation in which he must successfully manage time, space, resources, in order to achieve higher results from its operations, as well as overcoming the numerous problems that can arise: Fatigue, Dissatisfaction, Burnout syndrome, etc.

Considering the fact that time is most precious capital, something that cannot be bought, savings, it is life in general, the paper elaborates the problem with time management in educational institutions, and presented models for his successful management aimed to achieve higher efficiency in the operation of the educational institution.

Keywords: *institution, time management, efficiency*

Introduction

The transition and the changes that are going on in Europe and in the wider world, have their impact on the implementation of changes in the sphere of education. The implementation of the changes in the educational sphere implies that the individuals must possess a new knowledge, new skills: interpersonal, communication, skills for conflict resolution skills for efficient and effective time management.

Efficient and effective management in the sphere of education is of particular importance for managers, for their success, because as Silic and Lozancic (2004) says "one who does not know how to manage with their time, does not know how to manage with time of the organization which he/she lead."

Considering the fact that time is most precious capital, something that can not be bought, savings, that it is life in general, necessary is raises the question how this will be managed, with a view to achieving

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greater efficiency and satisfaction from personal achievements, the achievements of the institution, achievements at all, in general.

What mean the concept of time

For the time as a concept, their own contemplation gave several authors "time is something with most value which can people to spend, so use it wisely" (Antiosh, according to Fisher, 2001)), the time is the soul of the world "(Pythagoras)

Previously defined, leads us to its importance, its significance for our existence. But what we do in our everyday reality? Every day we hear, we complains: "I have not enough time," "I cannot accomplish today, I miss the time," probably I do not know how to properly handle with it "," what happens with me? "

In fact, the confrontation with the problem "lack of time" indicates our insufficient of knowledge of the way and possibilities for proper management / time management.

What is meant by management; time management?

The term management comes from the English language, from the verb "to manage", which actually has derived from the Italian word "maneggiare," which in turn comes from the Latin word "manus", hand and refers to dealing, managing, controlling, handing.

From its establishment until today, there were numerous studies of management, e created numerous schools of management: Classical School, School of effective leaders, School of process management, e.tc.

All authors and schools try to identify management as a contemporary process, which depending on the author, school understanding, variously is defined: "a process that relates to a series of steps aimed at action to achieve the defined objective; as a separate process of planning, organizing, encouraging and controlling the realization of their objectives, using human and other resources", but we accepted the most favorable determination for us that "management is a set of activities through which perform specific functions in order to effective way to provide, deploy and mobilize human resources and physical resources to achieve a goal (Micevski, 2009: 2)

In this determination of management, are listed the key functions of management as a process including: planning, organizing, staffing, managing, controlling, supervising, motivating.

The last few years highlights the need for so-called proactive management.

The term proactively managing applies to all active persons in the process of work, who try to find ways how can be something done well, for positively to affect the work.

Being proactivemeans totake alloportunities toinfluence to the finalresult, ieto havefull control ofown mind, feelings and behaviors.It involvesbeliefsthat you havethe power

to change undesirable situations and to take control over your own work. Being proactive leads us to the fulfillment of the set goals, leads to satisfaction and happiness. Proactiveness consists of: awareness, take action, responsibility, self-control, plan and unforeseen problems. (Ajmera, R. 2011: 1a)

The process of management is unthinkable without the active role of the person/ personality in this process, i.e. managers.

The manager is the person who tries to achieve the set objectives with rerouting of human activities in the production of goods and services. The manager is the person who manages, manages with organization; person who speaks and consults with his collaborators and employers about the various questions related to the work; give directions and guidelines to collaborators and employees; performs control of the operation; undertaking concrete actions on various issues; person who shall formulate the objectives that should be realized; write reports, letters and other documents connected with the activity of the institution; also preparing plans for the realization of the objectives; determined prizes and awards for the carried out work; stimulates inventiveness and creativity in the work; person who makes decisions for new projects and new activities; make decisions for the advancement and deployment of employees; attend the meetings; communicate with the public and other institutions; of signing various agreements; represents the institution in the country and abroad;

Given the intention to elaborate the issues related to the management of educational institutions, more concrete the school organization, we will lay emphasis on the treatment and management of contemporary school as "organizational system of upbringing - educational, according to the essence and character, is a subsystem of the global social system, with a complex structure with many elements of the interactions among the elements, etc. (Atanasoska, 2008: 9).

A key figure in the schools are managers, trained for management with the processes in educational, scientific research and educational sphere. Their duties are numerous. Gocevski (2008: 179), managers of educational institutions have to realize many tasks: to make conditions for the most efficient realization of educational, scientific research, educational, developmental and informatics services that will be placed on the market; to plan and to ensure stability of activities related to the provision of educational offer; to ensure the development strategy of their institution which will not be subject to the impact on the environment and the frequent change and instability; to ensure that her organization, to meet the requirements of state authorities (Ministry, Bureau for Development and the Education Inspectorate); should ensure the inclusion in the information system and offering their achievements in science, education and must to act as an authority who competently and responsibly lead the organization, management, leadership, motivation and control over the work".

In fact, the manager in the contemporary school is one who should direct the efforts of all staff to the successful achievement of present goals.

The manager in the contemporary school realizes several key functions: planning-program function, organizational function, human resources function, pedagogical-instructive function; management function, control-evaluative function.

The realization of all this function required time, efforts, and manager's abilities for, the proper management/management with the time.

Management/time management refers to "setting goals and priorities between them, planning tasks and monitoring progress." (Peeters & Rutte, 2005: 65).

Under time management we will understand the skills for the realization of the tasks and attain the highest possible results in the shortest possible time. The same should represent creative process in which you have the feeling that "time is fly away", however, that the projected liabilities are realized and are achieved desired effects.

Many research (Kotter, 1982; Arnold & Pulich 2004, Peeters & Rutte, 2015, Schilit, 1983; Francis-Smythe & Robertson, 1999) related to the time managements confirm the usefulness of this key resource of today, in the sense that the proper management by this resource, allows reduction of tension, stress, emotional exhaustion, overcoming the phenomenon of burn out, reduction of dissatisfaction due to improper use of this resource, positive impact on the productivity and efficiency of the individual. Interesting in that direction, is the thought of Smit and Robertson (Francis-Smith & Robertson, 1999: 333), "time management worn benefit for both for individuals and also for organizations."

When it comes to time management, in fact it comes to deciding how to use the time in the best possible way, ie how to properly allocate time to perform duties, tasks, time for rest, recreation, ie, to save us of the so-called "thieves of time "and to achieve greater effects as short as possible time.

But "time management is not a story about how every minute turns a working minute" (Yager, 1999, :10-3)

Proper implementation of this concept of "time management", transferred in the field of education, in particular the management of the educational institution, require from the manager specific practical knowledge, such as professional - pedagogical competences, knowledge about the styles of leadership (autocratic, democratic and le-se fair); efficiency of their application depending on the specific situation; possession of skills for: self-organization; organizing activities and providing teamwork skills in delegating tasks and responsibilities; skillfulness to work with people to achieve the objectives of the school; skillfulness to recognize each other and connect the individual objectives, the management team, the goals of the school as a whole;

ability to mobilize and motivate people in the institution, skills to coordinate activities, skills for creative and rational use of resources; skillfulness to establish a climate of trust and cooperation; communication skills and open cooperation; willingness to always give and receive appropriate support and assistance in order to achieve the goals and mission which has the individual and the institution as a whole.

The success of the manager for time management largely depends from his personal (intelligent, creative, communicative, original, initiative, active ...), professional (technical skills, human skills, conceptual, analytical, ability decision-making) and ethical characteristics (wisdom, courage, temperance, justice, conscience

When we talk about time management, a number of authors (according to Fisher, F, 2001) offer a special formula that refers to: understanding the importance of the time, good organization of the same, creating a plan self –discipline, having in mind our own biorhythm ; to avoid delays "Tomorrow I will do this and this"; avoiding activities which lost our free time (sitting in front of computer and social networks, showssoap series), respect of others, and their own time; harnessing the benefits of technology; down time for themselves and jealously keeping the same ", and we would add another element related to the proper allocation of tasks and inserting break (brain break) ,as a condition for greater activity and avoiding negative energy.

Conceptual frameworks for time management

In the literature we found two conceptual frameworks for time management. The first frame is from the Italian scientist Vilfredo Pareto (Parreto Vilfredo) in the 19th century, maker of the famous rule, 80:20, who as a result of conducted statistical research, points out, that optimizing of your time you can achieved, when you will deal with those thieves of time, which consuming most of your time, with maximizing what saves us time, as far as possible, with the lowest cost of own energy. Stephan Covey author of the famous novel (known ...), talks about the need to distinguish the important from irrelevant, urgent from not urgent. Based on the possible combinations of these bipolar attributes, Covey talk about existing of so-called 4 quadrants, as follows:

<p>IMPORTANT AND URGENT Organization of the TM The organization of the first school day 20% who give 80% good</p>	<p>IMPORTANT, BUT NOT URGENT Plan for professional development of teaching staff</p>
<p>NOT IMPORTANT, BUT URGENT Letter to the ME Telephone call Meeting with the Board</p>	<p>NOT IMPORTANT, NOT URGENT Facebook E-mail</p>

The transition from quadrant to quadrant depends on the skill of the manager to properly allocate tasks and responsibilities. An interesting idea for overcoming the opposites from one to another quadrant offers us Jan Jasper in the book "Take back your time." In fact, he points out that "the solution is to spend more time in the second quadrant which entails engaging with important but not so urgent things. This minimizes the time spent responding to emergencies in the first quadrant. When your time is filled with high priority and cost, you've focused enough to reject many of the activities within the third quadrant and the escape from reality that gives the fourth quadrant of insufficient appeals you."
(Fisher, F, 2001:14)

The transition from quadrant to quadrant depends of the skillfulness of the manager for proper deployment priorities, skillfulness in tasks delegating, but and from his skillfulness in handling with thieves of time

Who are "thieves of time"?

With thieves of time we are facing every day. We highlight:

- Disorganization - usually stems from the lack of a plan that needs to be done throughout the year, month, day, we lose the aim;
- Often postponed - can arise as the result of fear from failure, fear of success, loss of interest, lack of deadlines, too many plans and too busy, perfectionism, status quo;
- Inability to say no - do things that really do not like, to be in service to others, sometimes we have not personal physical resources;
- Visitors - at a time when no one wants to talk to each other, when we work something essential;
- Telephone conversations, unnecessary, mobile phones - fillers time, gossip;
- Unnecessary meetings, "meeting without an agenda";
- Sitting for hours in front of computer networks -social, aimlessly watching, posts...

The problem with "thieves of time" can be achieved with their first successful detection (keeping a journal), and on that basis decisions on how they can be overcome.

Possible numerous strategies to successfully managing time, gave Jan Jaeger (1999) who proposes the following strategy:

- Be active, not reactive - responsibility for your own time, you have -You are the one who can tell what is important for you and when to say "no"
- Set goals as would you have not lost your time
- Identify priority activities - use the conceptual framework of Pareto or Covey-use 80% / 20% or specify quadrants
- Create realistic timeframes -data of the end of the activities of your tasks list

- Do it now, do not delay
- Balanced your life

Model of time management - useful for managers of educational institutions

Based on the theoretical study for the time management we propose the following model, which can be used by managers of educational institutions:

- Planning - setting objectives;
- Determine the list of tasks, concretization of the aim / objectives which will be achieved in a specific period of time (year, month, month, week, day). That list may be constantly recharged with different tasks..
- Review the list of tasks and set priorities that most need to commit and which must first be completed. Thus we can use the conceptual framework of Covey - most important activities and tasks; important, less important than the first, activities and tasks that can wait, considering specific criteria:
 - Necessity - whether it is necessary accomplishment of specific tasks?
 - Performance-whether this task supports and confirms the mission of our organization and the specific objectives;
- Efficiency - is there a possibility to do it on a better way? (The six most important things I have to do tomorrow)
- Adequacy, who should accomplish that task, whether manager or it can be delegated (choice and trust to the right person who will be given the task with a clear commitment and concrete, complete instructions)
 - Making a daily plan, etc. to-do list based on certain tasks and determining the proper time for work and leisure and its entry into the daily planner
 - Realization of the tasks at the deadlines and without delay.
 - In the daily setting of the task planner "minute to yourself"
 - Based on the daily schedule starting the day positive, everyday doing something that makes happy, something that will lead to the achievement of personal goals;

The attached model is only possible model for management, time management

Instead of conclusion

"Lost time can never return"

(Chaucer)

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