

Educational Leadership and Management

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EDUCATIONAL LEADERSHIP AND MANAGEMENT

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TABLE OF CONTENT

CHAPTER 1: Innovative Leadership: A New Perspective on Change Management in Malaysian Educational Institutions.	1
CHAPTER 2: Islamic Behaviors among Muslim Teachers in the Public Primary Schools in the Southern Thailand	15
CHAPTER 3: Instructional Leadership from the Islamic Point of View	27
CHAPTER 4: Functions of Principal in Promoting a Positive School Learning Climate	35
CHAPTER 5: The Roles of Principal in Instructional Leadership and School Performance	43
CHAPTER 6: Scale Validation of Teacher Attributes in Infusing Islamic Manners (<i>adab</i>) in the Classroom	51
CHAPTER 7: The Relationship between Strategic Leadership and Followership Styles of Malaysian National Primary School (NPS) Heads	61
CHAPTER 8: The Effect of Teacher Followership Styles on Achievement of School Vision And Mission	85
CHAPTER 9: The Images of Change: Revisit the Concept of Change in the Context of Teacher Development in Malaysia	97
CHAPTER 10: The Practices of Strategic Planning For School Excellence	121

CHAPTER 11: Major Theories of Instructional Leadership	139
CHAPTER 12: Teachers' Time Management in the Classrooms	147

CHAPTER 12

Teachers' Time Management in the Classrooms

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1. BACKGROUND OF THE STUDY

Time management has been viewed as skills, tools, and techniques used to manage time when accomplishing specific tasks, projects and goals by Brenner (1999). Besides, time management is a set of principles, practices and systems that work together to help in getting more value out of time with the aim of improving the quality of life.

The role of the teacher in planning and organizing for pupils' progression has changed considerably over the past twenty years. While the teacher once had much more control and decision regarding both curriculum and how that curriculum was implemented, national standards now guide both local authorities (LEAs) and individual teachers in their planning and organization (Bage, Grosvernor and Williams 1999).

Beside organizing and planning the syllabus and curriculum, teacher also needs to take their pupils affair into consideration in order to plan and organize them. In order for teachers to communicate with their students, they must identify their needs on an individual basis (Gawel, 1997). This is much similar to Maslow's Hierarchy of Needs, which states five basic needs that must be met in order to achieve full motivation. These needs, in ascending order, are as follows: physiological, security, love and belongingness, esteem and self-respect, and self-actualization (Gawel, 1997). Each of these needs details a very important issue in motivation inside the classroom. Thus, this study aimed at examining the readiness and preparation of teachers in managing their time in their classroom.

Hence, there are many studies were conducted before as to find out the using of time by teachers. One of the researches was conducted by Evans et al (1994). They had established a number of research studies at Warwick University, primarily examining the relationship of the changes set in train by the Education Reform Act 1988 to teachers' work. Most of the findings from these studies are reported in the other two books in this series (*Primary Teachers at work and Secondary Teachers at work*) and are based on quantitative evidence about the use of teachers' time. This book reports and analyses interviews with some of the teachers conducted in 1991 within the intention to find out what perceptions the teachers had of the implementation process in which they were engaged with a main motivation was intellectual curiosity.

Besides, a later survey by Her Majesty Inspectorate (HMI) was called The Implementation of The National Curriculum in Primary Schools (1991). In this survey