



EOC
EUROASIAN
ONLINE
CONFERENCES

ENGLAND CONFERENCE

INTERNATIONAL CONFERENCE ON
MULTIDISCIPLINARY STUDIES AND
EDUCATION



Google Scholar

zenodo

OpenAIRE

doi digital object
identifier



INTERNATIONAL CONFERENCE ON MULTIDISCIPLINARY STUDIES AND EDUCATION: a collection scientific works of the International scientific conference – London, England, 2026. Issue 1

Languages of publication: Uzbek, English, Russian, German, Italian, Spanish

The collection consists of scientific research of scientists, graduate students and students who took part in the International Scientific online conference «**INTERNATIONAL CONFERENCE ON MULTIDISCIPLINARY STUDIES AND EDUCATION**». Which took place in London , 2026.

Conference proceedings are recommended for scientists and teachers in higher education establishments. They can be used in education, including the process of post - graduate teaching, preparation for obtain bachelors' and masters' degrees. The review of all articles was accomplished by experts, materials are according to authors copyright. The authors are responsible for content, researches results and errors.





Teacher's time management and the performance of students

Toshpo'latova Dildora Otabek qizi

Faculty of foreign language of BukhSU, education direction of philology and languages teaching English language, English teacher of 43- school

Abstract. Time is a precious and so important thing as well as the blessing of the Creator in the world. It is the time which makes, changes, creates, decorates, maintains, develops, strengthens, and successes the present and secures the future of the people and the nations. Time considers a great cure and care for any unethical, unsocial and invaluable matter and event. Time settles each and every hurdle and difficulty of any system and nation with its pace, speed and direction. If time is managed properly according to needs and the requirements of the matters and phenomenon of any nation then no one can stop any nation to be a developed and successful.

This research paper aims to explore and investigate the importance and see the impact of Time Management in the professional life of teachers and the performance of the students of Primary schools in Bukhara region. In these connections more than 60 primary teachers were constituted as the sample of the study. Interviews were conducted on the Primary school Teachers of Government / Public and Private School Teachers in order to collect the data about Time Management of teachers and the Performance of the students. A qualitative research design was used to collect data from the sample.

Keywords: time management; primary school teachers; performance; public & private school

Introduction. In today's fast-paced world and competitive business environment, there is always a lot of work to be done and not enough time to do it. This is where time management steps in. Time management plays a crucial role in the teaching profession. As educators, teachers are responsible for juggling numerous tasks, from lesson planning and classroom instruction to grading assignments and engaging with students and parents.

Effective time management enables teachers to navigate these responsibilities efficiently, ensuring that they can dedicate sufficient time and attention to each aspect of their role. With well-managed time, teachers can optimize their productivity, create a structured learning environment, and ultimately enhance student outcomes.

Time management allows teachers to strike a balance between their teaching responsibilities and personal well-being, preventing burnout and fostering a fulfilling and sustainable teaching career. Time Management is the process of planning, organising, and prioritising tasks to make the most efficient use of available time. It involves setting goals, breaking them down into manageable steps, and allocating time for each activity.

Literature review. Time management is straight forwardly defined as the management of time in order to make the most out of it (David, 1999), it refers to all of the practices that individuals follow to make better use of their time (Allen,





2001) and narrowly refers to the principles and systems that individuals use to make conscious decisions about the activities that occupy their time.

Time management behavior can be characterized as worthwhile thing that requires to be managed efficiently and acts as a key indicator of managerial economical edge (Rutte & Roe, 2007). Management of time describes those behaviors that aim at accomplishing an operative time usage in acting on definite life orienting actions (Claessens, 2007). Many professions gave high demands on individuals' time. Britton and Glynn (1989) inferred them as rationally productive individuals; usually possess some extra things that are necessary to perform the tasks within a certain time span.

Time management is an application of self-regulation processes (Griffiths, 2003), coping behaviour of risk populations (King et al., 1986), self-regulation strategies to discuss plans and their efficiency (Eilam & Aharon, 2003), to use the procedures that are designed to help the individuals to achieve their goals (Hall & Hursch, 1982) by assessing the activities to prioritise the plans (Kaufman-Scarborough & Lindquist, 1999) to facilitate the productivity and alleviate stress (Lay & Schouwenburg, 1993)

A study by Aloka (2016) on impact of best time management practices and academic performance among orphaned secondary school students found that there is a relationship between time management and academic achievement among orphaned secondary school children in Bondo SubCounty. Teaching and achieving good performance is to a great extent somehow affected by how one manages his time. Effectiveness of teaching can also be measured by examining at how teachers use time well during classrooms and out of class activities. It is therefore necessary to compare the level of teaching achievement and the level of time management of the secondary school teachers.

It is acknowledged across the globe that time management for teachers is more important than any other professionals because they are master of the fate of future generation. As Horng, (2010) and Master, (2013) reported that time management is an important element for teachers' effectiveness and school's results. Two main components of time management are planning and scheduling of work. According to Cheng, Mahlke, Warter, Anik and Hwu, (1994) principals' administration and time management issues are highly related to the performance of school. Ritchie (2002) reported that school improvement requires a special focus of heads on time management.

Time management process is the management of personal needs and aspirations according to their level of importance (Lakein, 1973). As Shahani (1990) concluded there are three time-management skills viz, making priorities and goals, time management mechanics, and preference for organization. In this modern age, time management training is an important aspect of every individual particularly teachers. According to Hall and Hursch (1982) effectiveness of work is deeply related to Personal-evaluation of time management. Such personal





evaluation of time management indicates the importance of time management in school organization. .

A study conducted by Adu – Oppng et al (2014) in Nigeria found that proper time management facilitates qualitative teaching and learning which helps in accomplishing educational goals and objectives. In Nigeria also time management is shown by the daily routine which begins with morning assembly followed by lessons, midday meals time and the end of the school day with an assembly in some schools (Necati, 2011). In Ekiti state in Nigeria also Kayode and Ochuba (2001) carried a study and found the level of teachers' time management and academic performance was moderate. The daily routine which is well spelt out enables both the students and teachers to prepare in advance for the lessons and other school activities. This leads to great accomplishments of the schools set objectives

Methodology. The researcher used the qualitative research design to collect data from the respondents. In this connection an interview protocols was designed to collect the data from the teachers of primary schools, as the study focuses on the qualitative data through interviews as to collect detailed views from the recruited participants (Creswell, 2009, pp.18). The interview protocol was discussed with the panel of 2 experts of the field for validity and reliability check then the piloting was done to see the results either the tool is capable to collect proper required data or not. Finally, after suggested and observed things the changes were made and the tool was finalized to collect data.

Discussion. 70 people participated in this research. 10 questions were asked from teachers who teach English in different schools, institutions and universities.

1. Can you write your students grade at school.

1-4-Grades	5-11-Grades	1-11-Grades
20%	50%	30%

2. Is time management always problematic issue for you?

Yes	No
27.5%	72.5%

3. Do you think teachers will need preparation before the lesson or the experience of the teachers is important?

1.Preparation beforehand	2. Only experience
92.5%	7.5%

4. What do you think to manage time during the class to what things teachers should pay attention more?

1. Student's age and level
- 2.The theme of the lesson
3. Used materials





- 4. The stages of the lesson**
- 5. Preparation of the teacher**
- 6. The lesson plan**
- 7. Theme and activities**

5. Do you come to the lessons on time or usually late for it?

On time	2 minutes late	5 minutes late
91.3%	8.7%	0%

6. How many minutes you will need to check student's homeworks?

5 minutes	10 minutes	15 minutes
42%	47.8%	10.1%

7. How many minutes you will need to explain the new theme?

15 minutes	17-18 minutes	20-25 minutes
31.9%	39.1%	29%

8. Is the active participation of students connected with teachers competence in time management?

Yes	No
98.9%	1.1%

9. Is your ability of time management developed rather than before?

Yes	No	I don't know
84.1%	1.4%	14.5%

10. What can you advice for young teacher about time management?

Effective use of time has long been recognized as a crucial factor for success in many different fields and many practical techniques have been devised for improving time management. Important advice for young teachers about time management analyzed in this research such as:

- for 45 minutes, creating an atmosphere of the learning process at home, the teacher can conduct this process more as an exercise for himself, test himself, whether he can do it or not, should be critical to himself,
- experienced teachers should observe the lesson more, classroom observations by more experienced teachers, before entering the class,
- they should familiarize themselves with the subject or topic and determine what methods they will use. then take into account the students' knowledge levels in the course of teaching,
- it is necessary to make a work plan and follow it for proper distribution,
- it is necessary to draw up a lesson plan in advance, taking into account the audience's potential, number, level of mastery, interests, difficulty level of the





subject, a method used in one class for the same subject may not be available in another class, using different techniques and methods.

- it is necessary to attend the classes of experienced teachers more often and learn their pedagogical skills. Studying with preparation based on the plan, choosing high-quality (the number of activities should not be large) and effective activities for the lesson;
- the distribution of time is according to the purpose of the subject.
- It is necessary to enter and study more lesson analysis, learn, observe and plan in advance teaching techniques, all work will be ready in a short time, regulating the duration of data, always be ready in class, work on yourself more.

Conclusion. The current study investigated that there is a significant relationship between teachers' time management techniques and their class performance. It means the teachers' that have better time management techniques, showed high performance. On the other hand teachers with poor time management skills showed low class performances.

On the basis of the collected data we conclude that the Public Primary School Teachers do not aware about the good system of planning of their lessons / lectures and they have no environment to learn from their senior colleagues.

Some other factors also effect negatively on the performance of the teachers, i.e. mismanagement of heads of schools, improper time management, lack of training, etc. but on the other side private primary school teachers do good planning in advance due to good administrative system and accent ability teacher.

REFERENCES

1. Adesoji, F. A. (1999). Mock examination results and students gender as correlates of performances in the school certificate examinations in Mathematics. African Journal of Educational Research, 5(1), 101-107.
2. Adesola, A. A. (2005). Resources provision and utilization, Mathematics ability and learning environment as prediction of learning outcomes in undergraduate practical Geography. Unpublished Ph. D Thesis, University of Ibadan, Ibadan.
3. Akinfolarin, C. A. (2008). Resources utilization in vocational and technical education in College of Education, South West Nigeria. Unpublished Ph.D Thesis, University of Ado-Ekiti, Ado-Ekiti, Nigeria.
4. Akinwonmi, O. (2006). Differential distribution and utilization of educational resources and academic performance in secondary schools in Ogun State. Unpublished Ph.D Thesis, Olabisi Onabanjo University, Ago- Iwoye, Nigeria.
5. Allen, David. (2001). Getting things Done: the Art of Stress-Free Productivity. New York: Viking.
6. Ancona, D.G., Goodman, P.S., Lawrence, B.S., & Tushman, M.L. (2001). Time: a new research lens. Academy of Management Review, 26, 645-63.
7. Archibong, I. A., & Nja, M. E. (2011). Towards Improved Teaching Effectiveness in Nigerian Public Universities: Instrument Design and Validation. Higher Education Studies, 1(2), 78-91. <http://dx.doi.org/10.5539/hes.v1n2p78>
8. Barbara, S. (2003) Time management skills and student performance in online courses VL - 122 Journal of ASEE Annual Conference and Exposition, Conference Proceedings Barbera, K., & Young, S. (2009). Employee engagement tools for Analysis. Practice and Competitive Advantage. Willey- Blackwell, New York.

