T.R.
ISTANBUL SABAHATTIN ZAIM UNIVERSITY
GRADUATE EDUCATION INSTITUTE
DEPARTMENT OF BUSINESS ADMINISTRATION

THE IMPACT OF TIME MANAGEMENT ON EMPLOYEE PERFORMANCE: A CASE STUDY OF AN INTERNATIONAL SCHOOL IN ISTANBUL

MA THESIS

Yosor Jamal Alnajjar

Istanbul

July-2025

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MA THESIS

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This study has been approved in partial fulfillment of the requirements for MA Degree in Business Administration.

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DECLARATION OF SCIENTIFIC ETHICS AND ORIGINALITY

This is to certify that this MA thesis dissertation titled "**THE IMPACT OF TIME MANAGEMENT ON EMPLOYEE PERFORMANCE: A CASE STUDY OF AN INTERNATIONAL SCHOOL IN ISTANBUL**" is my own work and I have acted according to scientific ethics and academic rules while producing it. I have collected and used all information and data according to scientific ethics and guidelines on thesis writing of Sabahattin Zaim University. I have fully referenced, in both the text and bibliography, all direct and indirect quotations and all sources I have used in this work.

Yosor Jamal Alnajjar

Istanbul, July 2025

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First and foremost, all praise is due to Allah, who blessed me with the strength and guidance to complete this journey. I dedicate this work to my beloved homeland, Palestine, whose resilience through years of struggle remains a source of deep inspiration. I also dedicate it to the souls of my late grandparents, Issa Alnajjar and Rayya Abu Shreikh, whose love and memory continue to live in my heart. My heartfelt gratitude goes to my supervisor, Asst. Prof. Dr. Semiha EKİCİ ŞİMŞEK, for her valuable guidance and unwavering support throughout the research process. I am deeply thankful to my parents, Jamal Issa Alnajjar and Dr. Najiah Abu Hishmeh, whose unconditional love and sacrifices are the foundation of all my achievements. To my kind and supportive husband, Basel Hisham, thank you for standing beside me with patience, care, and encouragement through every challenge. I also extend this dedication to my future child, whom I await with love and hope, and to my siblings—Manal, Mohammad, Esraa, and Tasneem—for their constant motivation. Finally, I would like to thank Sena International Schools and its administration for facilitating my research, and I am especially grateful to the teachers who participated in the interviews for their valuable insights and contributions.

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Istanbul, July 2025

ÖZET

ZAMAN YÖNETİMİNİN ÇALIŞAN PERFORMANSI ÜZERİNDEKİ ETKİSİ: İSTANBUL'DAKİ BİR ULUSLARARASI OKUL ÜZERİNE VAKA ÇALIŞMASI

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Yüksek Lisans , İşletme

Danışman: Dr. Öğr.Üyesi Semiha EKİCİ ŞİMŞEK

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Bu nitel çalışma, Sena Uluslararası Okulları'nda zaman yönetiminin öğretim etkinliği üzerindeki etkisini incelemekte ve bireysel stratejiler ile kurumsal faktörlerin öğretmenlerin zaman kullanımını nasıl şekillendirdiğini araştırmaktadır. Veriler, 30 öğretmenle yapılan derinlemesine görüşmeler yoluyla toplanmış ve tematik analiz yöntemiyle analiz edilmiştir. Çalışmada üç ana tema ortaya çıkmıştır. Birinci tema olan "Zaman Yönetimini Etkileyen Psikolojik ve Sosyal Faktörler", hem destekleyici unsurları hem de engelleri vurgulamaktadır. Öğretmenler, deneyime dayalı stratejiler, kişiselleştirilmiş planlama yöntemleri ve esneklik gibi uygulamaların zaman yönetimini kolaylaştırdığını; ancak öğretim dışı görevler, öğrenci davranışları ve içsel dikkat dağınıklıkları gibi engellerle karşılaştıklarını belirtmişlerdir. İkinci tema olan "Zaman Yönetiminin Öğretim Yeterliliğine Etkisi", etkili zaman kullanımının sınıf performansını artırdığını, stresi azalttığını ve öğrenci katılımı ile öğretmen-öğrenci etkileşimini geliştirdiğini göstermektedir. Üçüncü tema olan Sena Uluslararası Okulları'nda "Zaman Yönetiminin Önemi", bu bulguları okulun özgün bağlamına yerleştirmekte ve kurumsal öncelikler, iş-yaşam dengesi ve sistemsel sınırlamaların rolünü vurgulamaktadır. Bulgular, zaman yönetiminin yalnızca bireysel bir beceri değil, aynı zamanda stratejik ve kurumsal bir gereklilik olduğunu ortaya koymaktadır. Çalışma, öğretmen performansını en üst düzeye çıkarmanın hem kişisel uyum hem de yapısal destek gerektirdiği sonucuna varmakta ve eğitim ortamlarında verimliliği ve öğretmenlerin iyi oluşunu artırmaya yönelik değerli öneriler sunmaktadır.

Anahtar Kelimeler: Zaman yönetimi, öğretmen performansı, nitel araştırma, tematik analiz, uluslararası okullar.

ABSTRACT

THE IMPACT OF TIME MANAGEMENT ON EMPLOYEE PERFORMANCE: A CASE STUDY OF AN INTERNATIONAL SCHOOL IN ISTANBUL

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This qualitative study investigates the impact of time management on teaching effectiveness at Sena International Schools, focusing on how personal strategies and institutional factors shape educators' use of time. Data were collected through in-depth interviews with 30 teachers and analyzed using thematic analysis.

Three major themes emerged. The first theme, Psychological and Social Factors Influencing Time Management, highlights both enablers and barriers. Teachers reported using experience-based strategies, personalization, and flexibility to manage their time, while also facing obstacles such as non-teaching duties, student behavior, and internal distractions. The second theme, Impact of Time Management on Teaching Proficiency, demonstrates that effective time use enhances classroom performance, reduces stress, and improves student engagement and teacher-student interaction. The third theme, Importance of Time Management in Sena International Schools, situates these findings within the school's unique context, emphasizing the role of institutional priorities, work-life balance, and systemic constraints.

These findings reveal that time management is not merely an individual skill but a strategic and institutional necessity. The study concludes that optimizing teaching performance requires both personal adaptation and structural support, offering valuable insights for educators and school leaders aiming to foster efficiency and well-being.

Keywords: Time management, teacher performance, qualitative research, thematic analysis, international schools

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LIST OF ABBREVIATIONS

ISO International Organization for Standardization

MBP Management Business Processes

CHAPTER I

INTRODUCTION

Time has long been understood and interpreted differently across cultures and historical periods. The traditional perspective perceives time as cyclical—an ongoing, renewing phenomenon without a defined beginning or end. In contrast, the modern conceptualization, particularly prevalent in contemporary societies, frames time as linear, finite, and irreversible, with clear boundaries demarcating the beginning and end of events, activities, and even organizational lifecycles.

Time management, as a concept, is similarly multifaceted and varies significantly among individuals. These variations are shaped by personal motivations, professional responsibilities, and social environments. Human behavior toward time is largely learned through cultural norms and the values embedded within one's surroundings. The internalization of these values is a dynamic and complex process, often reshaped by changing circumstances and emerging motivations. As such, time is not merely a neutral backdrop but a critical psychological and social resource.

The interplay between time and performance is particularly relevant in today's fast-paced professional settings. Mismanagement of time is often associated with urgency-related symptoms such as stress, irritability, anxiety, and decreased job satisfaction—phenomena increasingly characteristic of the modern workplace (Al-Otaibi, 2007). Conversely, effective time management at both the individual and institutional levels has been found to significantly enhance employee performance, contributing to organizational productivity and overall institutional success.

In light of these considerations, this study investigates the relationship between time management and employee performance within the context of Sena International Schools in Istanbul. By exploring how time is perceived, organized, and utilized by educators, the research aims to provide deeper insights into the mechanisms through which time management practices influence teaching performance and organizational outcomes.

1.1 Background of the Study

Time management has been the subject of extensive research across various disciplines, particularly in fields where productivity and performance are tightly linked to temporal efficiency. For instance, a study conducted by Danie et al. (1996) in the Hong Kong construction industry examined the key factors contributing to project delays. The findings revealed a significant relationship between the perceptions of clients and consultants regarding the causes of delay, providing a foundational framework for subsequent research aimed at improving project scheduling and time allocation strategies in construction.

Similarly, Gouging et al. (2000), in their study titled Evaluating Construction Performance Time, explored differences in time management efficiency among Chinese managers. Their results indicated that male employees were more time-efficient than their female counterparts, as men tended to work longer hours. However, both genders were found to share common factors contributing to wasted official work time, with no statistically significant differences in the underlying causes.

Another notable contribution was the study by Youssef (1990), which focused on a sample of fifty middle managers and supervisors across various sectors in Iraq. This research aimed to diagnose challenges in time utilization and its perceived importance. The study identified several prevalent time-wasting factors, including frequent phone interruptions, treating all tasks with equal urgency, the open-door policy, excessive paperwork, lack of clear organizational goals, frequent meetings, low trust in subordinates, and the inability to prioritize tasks effectively.

While these studies have significantly contributed to our understanding of time management challenges and behavioral patterns in different professional settings, they fall short in exploring the direct relationship between time management and employee performance. Furthermore, limited attention has been given to how factors such as professional experience, contextual conditions, and gender may influence time management practices and outcomes.

Accordingly, this study seeks to bridge these gaps by examining how time management affects employee performance within the specific context of Sena International Schools in Istanbul.

It further explores how demographic and contextual variables—such as years of experience, institutional culture, and workload distribution—interact with time management practices, thereby offering a more comprehensive understanding of its impact in educational environments.

1.2 Research Problem

In contemporary educational settings, effective time management is increasingly recognized as a key element influencing employee productivity and professional well-being. At Sena International Schools, teachers operate within a dynamic, multinational environment where competing demands—ranging from instructional duties to administrative tasks—place significant pressure on their time. While time is often considered a measurable resource in terms of productivity and task completion, the deeper question remains: how do educators experience and manage their time under such complex conditions, and how does this shape their teaching performance?

Although existing literature has acknowledged the theoretical link between time use and employee output, there is limited qualitative understanding of how time management is practiced by educators in international school contexts and how these practices contribute to or hinder teaching effectiveness. This study addresses this gap by exploring how teachers at Sena International Schools perceive, adapt, and respond to time-related challenges in their professional roles, and how their time management strategies influence their instructional quality, planning, and overall performance.

1.3 Research Objectives

1. To explore the significance of time as a critical resource in educational settings and to identify the key components of effective time management practices among teachers.

2. To examine how time management influences teaching performance, and how institutional culture and leadership at Sena International Schools shape and support time-related strategies.

3. To investigate teachers' perceptions of the relationship between time management and professional effectiveness, with a focus on their adaptation to challenges, time-related barriers, and coping strategies.

1.4 Research Questions

Q1: How do teachers with varying levels of experience perceive and manage their time in the educational setting?

Q2: In what ways do teachers describe the impact of time management on their professional performance?

Q3: What psychological and social factors influence time management practices among teachers at Sena International Schools, including aspects such as adaptation, time wastage, work environment, and perceived obstacles?

Q4: How do teachers perceive the institutional importance of time management within the context of Sena International Schools?

1.5 Significance of the Study

Time is a non-renewable and invaluable resource, and its efficient management has become a central concern in both organizational and educational contexts. This study is significant in that it contributes to a deeper understanding of the concept of time management and its fundamental components within the unique setting of international schools. By exploring how educators at Sena International Schools perceive and implement time management strategies, the study provides insights into the practical implications of time use on teaching performance.

Moreover, the study addresses the link between time management and employee performance, shedding light on how effective planning, organization, and prioritization of tasks contribute to improved productivity and instructional quality. It also examines how individual factors—such as professional experience—interact with psychological and social dimensions (e.g., work-related stress, procrastination, and adaptation to the school environment) to influence time management practices.

The findings of this study offer valuable implications for educational leaders, policymakers, and professional development planners by identifying key areas for support and intervention. Ultimately, the study seeks to promote a culture of efficiency and well-being among educators, enhancing both teacher satisfaction and institutional performance.

1.6 Structure of the Thesis

- CHAPTER I: INTRODUCTION

This chapter provides an overview of the study, including the background, research problem, objectives, research questions, significance of the study, and an outline of the thesis structure. The chapter sets the stage for exploring how time management practices influence employee performance in the context of international education, with a particular focus on qualitative insights drawn from teachers' lived experiences at Sena International Schools.

- CHAPTER II: LITERATURE REVIEW

This chapter examines the theoretical foundations and previous research related to time management and employee performance. It also introduces the conceptual framework that underpins the study, helping to contextualize the qualitative inquiry and guide the thematic analysis of the data.

- CHAPTER III: RESEARCH METHODOLOGY

This chapter details the qualitative research design adopted in the study. It outlines the data collection methods, sampling strategy, and analytical techniques used to interpret the interview data. The chapter also addresses issues related to trustworthiness and ethical considerations.

- CHAPTER IV: DATA PRESENTATION AND ANALYSIS

This chapter presents the findings derived from the thematic analysis of interview data. It includes participant quotes, identified themes and sub-themes, and interpretive commentary. The analysis highlights the nuanced ways in which teachers perceive and enact time management in their professional roles.

- CHAPTER V: DISCUSSION

This chapter provides a comprehensive discussion of the findings in relation to the research questions and relevant literature.

It interprets the results within broader theoretical and institutional contexts, highlighting practical implications for educators and administrators, and outlining the study's contributions to the field.

- REFERENCES

This section lists all academic sources cited throughout the thesis, formatted according to the required citation style.

- APPENDICES

This section includes supplementary materials such as the interview guide, sample transcripts, consent forms, and any additional documents relevant to the qualitative research process.

CHAPTER II

LITERATURE REVIEW

Despite the novelty of the topic of time management in contemporary management literature, its roots can be traced back to the efforts of Frederick Taylor, known as the father of scientific management. In his quest to increase factory productivity, Taylor conducted studies on motion and time to determine the optimal method for performing work. This study involves analyzing work by breaking it down into simple components, which facilitates the identification of basic movements between different work areas and the time required for each. The aim of this analysis is to connect different parts of the productive process in the quickest and most efficient manner, thereby minimizing the required time.

Taylor also took into account a specific percentage of time to cover potential stoppages, interruptions, or delays for various reasons, including breaks or emergencies (Olayan, 2005, p. 15). By redistributing work components, developing employee capabilities, and incentivizing them materially, Taylor significantly contributed to enhancing the efficiency of performance in productive activities. He also focused on redesigning work locations to ensure smoother workflows without obstructions.

However, Taylor's contributions did not fully reflect the modern concept of time management. His efforts primarily concentrated on increasing production and profits by improving the effectiveness of executive management, especially in production-related aspects. As other management schools emerged, they began to recognize the limitations of scientific management and shifted their focus toward the overall effectiveness of the organization.

2.1 Definition of Time

Time can be defined as an absolute entity that flows consistently, with the individual being independent of any external factors that may influence it (Al-Khudairi, 2000, p. 15).

Drucker described time as one of the fundamental indicators that management employs to assess an organization's productivity, recognizing it as an important, scarce, and valuable resource (Drucker, 1966, p. 40). Therefore, it can be asserted that time is a

crucial resource in management, as its significance lies in its impact on the utilization of other resources. Furthermore, time serves as the framework within which all activities and production occur, representing the true capital of humanity.

2.2 Types of Time

According to Al-Qaed (1422 AH, p. 73), as illustrated in Figure 2.1, there are two distinct types of time that characterize our lives:

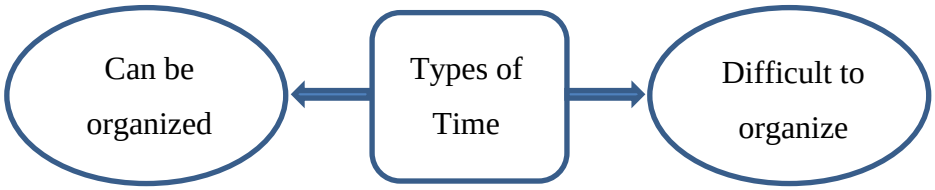


Figure 2.1: Types of time
Source: Al-Qaed,1422 AH p. 73

2.2.1 Type One

This type of time is characterized by its difficulty in organization, management, or utilization for purposes other than its designated functions. It encompasses the time we allocate to fulfilling our essential needs, such as sleeping, eating, resting, and nurturing vital family and social relationships. This time is not easily leveraged for other purposes, yet it holds significant importance in maintaining our overall balance in life.

2.2.2 Type Two

In contrast, this type of time is amenable to organization and management. It pertains to the periods we devote to professional commitments and personal activities. The major challenge associated with this type of time lies in our ability to maximize its utility. Are we capable of making the best use of this time? Can we optimize it effectively? This raises the importance of implementing successful time management strategies and principles.

2.3 Definition of Time Management

Time management refers to the effective use of available resources, including time itself. For managers seeking to enhance their time management skills, Ferner (1980, p. 12) outlines several essential components. First, commitment is crucial, as poor time

management can be likened to a bad habit that needs to be eliminated through proper corrective measures.

Second, analysis is necessary; managers must gather accurate data to clarify how their time is spent, identify resulting problems, and understand their causes.

Third, while some may argue that there is insufficient time for planning, effective management actually requires planning for every task; investing time in planning can save considerable hours during execution, as exemplified by the adage that a few minutes spent today are better than a day tomorrow.

Fourth, monitoring and re-analysis are critical, as even the best-designed plans will fail if results and issues are not acknowledged, which is essential for making necessary adjustments. From these points, it can be concluded that time management is a continuous process that demands a commitment to development, alongside rigorous analysis, planning, monitoring, and re-analysis. This ongoing process can be further detailed in eight essential steps as outlined by Abu Sheikha (2009, p. 35) identifying how time is spent through accurate time records, analyzing these records to pinpoint activities that consume significant time without yielding proportional results, engaging in self-assessment to evaluate capabilities and necessary tasks for goal achievement, setting goals and priorities, preparing action plans to attain desired objectives, executing these plans according to a specific timeline, adopting appropriate methods to resolve time-wasting issues, and finally, monitoring and re-analyzing for continuous improvement.

2.3.1 Time Planning

In the view of Al-Sayrafi (2005, p.36), time planning is described as "The process of determining the available time for the completion of required tasks".

2.3.2 Time Organizing

Several definitions pertain to the concept of time organizing ; Al-Khudayri (2000, p. 98) articulates that it is "The strategic allocation of daily hours to various activities to ensure that the duration of one activity does not overshadow another, thereby enabling the successful execution of all planned tasks".

2.3.3 Time Direction

According to Drucker (1985, p. 33), time direction is defined as:

> *The guidance provided to employees for the optimal utilization of their time during peak performance periods in the early morning, with the assignment of routine tasks to the afternoon. This process requires a solid organizational foundation and a conducive social climate to maximize the benefits of time management.*

2.3.4 Time Control

Al-Haj Qassem (1999, p.13) delineates time control as "The practice of comparing actual time spent to the planned time, identifying deviations, analyzing their underlying causes, and making necessary corrective decisions".

2.4 The Importance of Time Management

Al-Shamrani (2000, p.35) highlights that modern management theories emphasize the critical importance of time in enhancing employee efficiency and productivity. He asserts that time is a vital resource requiring careful management, as misallocation can lead to significant costs for both individuals and organizations. Therefore, effective time management becomes essential for individuals and teams involved in various managerial roles, since their success depends heavily on how well they utilize their time. Al-Shamrani argues that a strategic approach to managing time and human resources supports the growth and development of both employees and organizations, laying a foundation for maximizing efficiency and productivity that yields substantial rewards.

He explains that the key benefits of effective time management include clear responsibilities, which help minimize overlap and conflict and ensure fair task distribution among team members. Additionally, it fosters a greater sense of responsibility by emphasizing each individual's contribution to project success. He also emphasizes that promoting early coordination and active engagement encourages employees to view themselves as collaborators rather than competitors, thus cultivating a supportive work environment. According to Al-Shamrani, effective planning involves recognizing the intrinsic value of time and developing long-term strategies that align resource utilization with organizational goals. He advocates for a flexible organizational structure that adapts to changing circumstances and supports

employees' career growth through clear job descriptions and open communication. Furthermore, he notes that motivational incentives, both intrinsic and extrinsic, play a vital role in inspiring employees to realize their full potential. Continuous monitoring and oversight of activities create a secure environment that enables timely interventions and self-regulation. Al-Shamrani emphasizes that time management directs efforts toward achieving objectives efficiently, fostering a culture of collaboration and teamwork over authoritarian control, and encouraging individual initiative and creativity. Ultimately, he concludes that effective time management leads to improved productivity at individual and team levels, enhances overall performance by reducing inefficiencies and resource waste, and boosts employee morale, resulting in a more engaged and committed workforce.

2.5 Time Wasters

The concept of time wasters may seem straightforward at first glance, as phones, paper work, pauses in the photocopying machine, and casual conversations clearly appear to be time-wasting activities. However, upon making a serious effort to clarify the definition, some obvious difficulties emerge. For instance, what one person considers a waste of time, whether you or someone else, may not be viewed the same way by others. Additionally, what was considered a waste of time last month might now be seen as a good use of time, and vice versa. Such observations suggest that the concept of time-wasters is dynamic and changes based on circumstances, crises, locations, and individuals.

A time-wasting activity is essentially one that takes up unnecessary time, uses time inappropriately, or does not provide a proportional return for the time invested.

According to Olyan (2005, p.153), "Time-wasters are activities that are unnecessary, take up time, or use time improperly, or activities that do not yield an adequate return relative to the time spent on them."

Similarly, Ahmed Shahat (1996, p.113) defined them as "Any activity that takes unnecessary time, uses time improperly, or does not give a return proportional to the time spent".

Additionally, they can be described as "Activities carried out in a manner that limits the ability to utilize time optimally" (Hindi, 2001, p. 52).

Mackenzie and Richard (1991) further defined them as "Anything that prevents you from achieving your goals effectively".

A comprehensive view of time-wasters dictates attention to the following points. Abushikha (2009, p.156) stated:

> *First, any activity is considered a waste of time if you perceive it and recognize it as such; for example, if you consider a meeting held every Monday morning as a waste of time, then it is, even if your supervisor does not view it similarly. Second, every time-waster is an inappropriate utilization of your time; a manager wastes their time when they spend it on less important tasks that could be allocated to more significant activities, where importance is measured by the extent to which activities align with the manager's goals. Third, the reason for all time-wasting activities is either yourself, others, or a combination of both—time is not wasted for anyone unless someone chooses to waste it. Fourth, although all time-wasters can be justified by claims such as "it is not my responsibility" or "society enforces this", there is no doubt that all time-wasting activities can be restructured and replaced with productive tasks.*

2.6 Factors Contributing to Time Waste

2.6.1 Factors in General

Drucker (1966, pp. 34-39) identifies several factors that contribute to time wastage in the workplace, which significantly affect both employee productivity and organizational effectiveness. He notes that poor management and inefficient organization are major issues, with ineffective management practices often leading to ongoing crises that recur annually, causing considerable time loss for many employees, especially managers burdened by repeated problems. Drucker also emphasizes that overstaffing is another critical factor; when there are more employees than necessary, it can result in wasted time as individuals tend to congregate and engage in social visits and conversations that divert them from their work. He points out that a manager who spends more than 10% of their time resolving interpersonal issues and conflicts may be experiencing overstaffing. According to Drucker, an excess of personnel not only fosters idleness but also hampers the efficiency of others by increasing opportunities for social interaction and friction within the organization.

The excessive number of meetings also plays a detrimental role; these gatherings can be costly in terms of time, effort, and financial resources. Managers should strive to minimize the frequency of meetings, ensuring that only relevant individuals are invited to participate. Additionally, learning effective meeting management techniques can optimize productivity and diminish time wastage.

Another factor is insufficient information and communication systems. Since information is critical to a manager's role, considerable time can be squandered due to delays in information delivery or the distribution of inaccurate information, which can lead to confusion and inefficiency.

Furthermore, unexpected visits and unscheduled meetings can significantly disrupt productivity. Factors such as indecision, fear of making mistakes, improper delegation, mis prioritization, work interruptions, and social interactions contribute to this aspect of time wastage.

Additionally, the excessive use of phone calls and the habit of reading newspapers and magazines can detract from productive work activities, consuming time that could be better spent on essential tasks.

Lastly, commencing tasks without sufficient planning can lead to inefficiencies. When individuals engage in tasks without prior consideration and planning, switch to new tasks before completing previous ones, or focus on trivial routine matters, the result is often a lack of productivity and the inefficient use of time.

Addressing these factors is essential for organizations aiming to enhance employee performance and create a more productive work environment. By implementing effective time management strategies and organizational policies, employers can mitigate these issues and optimize workforce efficiency.

2.6.2 Factors and Processes

Mackenzie (1972, p. 68) explains that the factors contributing to time-wasting, which he identifies as thirty-five key issues, are intricately intertwined within various administrative processes. He illustrates this interconnection in the following diagram, emphasizing how these factors collectively impact organizational efficiency.

2.6.2.1 Planning

Several obstacles to effective time management emerged from the findings. One recurring issue is the absence of objectives, priorities, or daily plans, as the lack of clear goals and structured schedules can significantly impair productivity and efficiency. A related challenge is the disruption of priorities, where misalignment leads to confusion and ineffective allocation of time and resources.

Another obstacle concerns transitioning between tasks before completion. Shifting from one task to another without finalizing the initial task disrupts workflow and often results in unfinished projects. Similarly, the prevalence of a crisis management philosophy, in which individuals adopt a reactive "firefighting" approach, undermines efficiency by emphasizing immediate problem-solving at the expense of proactive planning.

Finally, the absence of defined deadlines for task completion emerged as a notable barrier. Without specific timelines, tasks lack urgency and direction, which can encourage procrastination and result in wasted time.

2.6.2.2 Organization

Several structural and organizational barriers were identified as obstacles to effective time management. One recurring issue is the presence of a cluttered desk filled with papers and files, where an unorganized workspace not only hinders efficiency but also contributes to unnecessary time wastage. Another challenge is the occurrence of redundant efforts, as the repetition of tasks due to limited coordination often leads to inefficient use of both time and resources.

Ambiguity in responsibilities and authority also emerged as a significant barrier. When roles are not clearly defined, confusion arises, resulting in delays and inefficiencies in task execution. Similarly, the situation in which a single employee reports to multiple supervisors creates conflicting directions and a lack of clarity, ultimately undermining the employee's productivity and time management.

2.6.2.3 Recritment

Additional institutional obstacles to time management were also identified. One of these is the presence of untrained or inefficient subordinates, as inadequately prepared staff can significantly reduce both productivity and the quality of outcomes. Another

challenge lies in excessive or insufficient staffing, where imbalances in the number of employees—whether through overstaffing or understaffing—create inefficiencies and complicate workload management. A further obstacle is disorder and the absence of internal discipline. When organizational routines are chaotic and lack structure, operations are disrupted and valuable time is wasted.

2.6.2.4 Direction

Further managerial and organizational challenges were also highlighted as barriers to effective time management. One notable issue is the manager's excessive focus on minor and routine details, which diverts attention from more significant strategic concerns and ultimately reduces overall productivity. In addition, ineffective delegation of authority emerged as a challenge, as unclear or poor delegation practices can create confusion, weaken team autonomy, and diminish performance outcomes.

Weak incentive systems were also identified, with the absence of motivating structures leading to reduced employee drive and lower productivity. Similarly, poor coordination and the lack of teamwork hinder organizational effectiveness by undermining collaboration and the recognition of collective effort. Another barrier lies in the inability to resolve conflicts effectively, where weak mechanisms for conflict management contribute to prolonged disputes, disrupt team harmony, and reduce efficiency. Finally, inadequate adaptability was cited as a limitation, as an inability to adjust to changing circumstances diminishes organizational resilience and responsiveness to emerging challenges.

2.6.2.5 Control

The study identified a wide range of obstacles that hinder effective time management at both the individual and institutional levels. One prominent issue is the absence of clear objectives, priorities, or structured daily plans, which significantly impairs productivity and efficiency. Misalignment of priorities further complicates task execution, while shifting between tasks before completion disrupts workflow and results in unfinished projects. A crisis management philosophy also prevails in some contexts, where a reactive "firefighting" approach replaces proactive planning, leading to wasted time and effort. Similarly, the lack of defined deadlines diminishes urgency and fosters procrastination.

Workplace conditions and organizational practices also pose challenges. A cluttered desk overwhelmed with papers and files was reported as a distraction that wastes time, while redundant efforts caused by poor coordination create inefficiencies. Ambiguity in responsibilities and authority produces confusion, and situations where employees report to multiple supervisors generate conflicting directions and a lack of clarity. Additional barriers include the presence of untrained or inefficient subordinates, staffing imbalances—whether excessive or insufficient—and disorder in organizational routines due to the absence of internal discipline.

Managerial shortcomings further exacerbate these problems. Excessive focus on trivial and routine details diverts attention from strategic issues, while ineffective delegation undermines autonomy and performance. Weak incentive systems reduce motivation, and poor coordination alongside weak teamwork disrupt collective efficiency. The inability to resolve conflicts effectively prolongs disputes, damages team harmony, and diminishes productivity. Likewise, limited adaptability to new or changing circumstances restricts organizational resilience and responsiveness.

Frequent workplace interruptions were also highlighted, with excessive visitors and phone calls distracting employees from their tasks. Inadequate access to necessary information hampers decision-making, and the absence of standards or monitoring reports obstructs accountability. Excessive supervision, on the other hand, suppresses creativity and autonomy, while persistent errors and low performance consume valuable resources. Failure to address underperforming subordinates negatively impacts morale, and an inability to say “no” to additional tasks results in overwhelming workloads and reduced effectiveness.

Taken together, these obstacles reveal that ineffective time management does not stem from a single source but from a combination of individual habits, organizational structures, and managerial practices. Addressing them requires a comprehensive approach that emphasizes planning, role clarity, accountability, motivation, and a supportive institutional culture.

2.6.2.6 Communication

Communication emerged as another area closely tied to time management challenges. Excessive meetings and committees were frequently mentioned as sources of inefficiency, consuming valuable time while contributing little to actual work output.

Unclear communication further complicated matters, as ambiguity often led to misunderstandings, misaligned expectations, and disruptions in collaboration. In addition, the inability to communicate effectively—whether due to limited skills or ineffective channels—was observed to impede teamwork and weaken project outcomes. Finally, an overemphasis on social interactions in professional contexts, where the desire to establish personal relationships with others outweighed task-oriented communication, was noted to divert attention from core responsibilities and reduce overall productivity.

2.6.2.7 Decision-Making

Decision-making was also identified as a critical factor influencing time management. In some cases, impulsive decisions made hastily without sufficient consideration resulted in unintended consequences and errors, ultimately wasting time and resources. Conversely, indecision and procrastination were also problematic, as hesitation in making timely choices slowed progress and negatively affected organizational efficiency. On the positive side, diligence in collecting all relevant facts before making decisions was observed to enhance the quality of outcomes and reduce the likelihood of mistakes, although this approach can sometimes be time-consuming. In certain situations, decisions made through committees ensured diverse input and perspectives, which contributed to more balanced and inclusive outcomes; however, this practice also introduced the challenge of prolonged deliberation and reduced organizational agility in responding to urgent issues.

2.6.3 Factors as Highlighted by the Hamilton Survey

Hamilton (1984, p.57) reports that a survey conducted by the Alexander Hamilton Institute found interruptions to be the most critical factor affecting productivity. He notes that this issue was followed closely by ineffective meetings and an excessive number of phone calls, all of which hinder effective information gathering.

2.7 Time Management Tools

Effective time management necessitates careful planning and the implementation of various tools designed for monitoring and controlling activities, ensuring that tasks progress as intended. According to Rida (2000, p. 102), there are several practical tools and methods that can be employed in this context to enhance time management. First, a project board can be instrumental in visualizing project progress and assigning tasks,

allowing team members to collaborate efficiently. In addition, a planning schedule enables individuals to outline deadlines and deliverables systematically, fostering better organization and accountability. Implementing a continuous improvement program encourages teams to routinely evaluate processes and strive for greater efficiency. Furthermore, a waste elimination program can help identify and reduce non-value-adding activities, thereby optimizing resource allocation. A prioritization program is crucial as it assists individuals in determining the most important tasks that require immediate attention, ensuring that critical objectives are met. Utilizing a weekly planner allows individuals to map out their tasks for the week, promoting a clear sense of direction and facilitating timely completion of responsibilities. An office calendar serves as a central resource for scheduling meetings and deadlines, helping to coordinate activities across teams effectively. Lastly, incorporating a reflection and reassessment program encourages individuals and teams to evaluate their performance regularly, identify areas for improvement, and refine their time management strategies. Collectively, these tools contribute to a structured approach to time management, enhancing overall productivity and effectiveness in various professional settings.

2.8 Benefits Derived from Effective Time Management

Effective management of time offers a wide array of advantages and benefits, both for individuals and for organizations as a whole. Qalash (2007, pp. 46-48) outlines several key benefits that result from proficient time management. One significant advantage is the achievement of a balance between the various demands of life, which allows individuals to fulfill personal and professional obligations without compromising their well-being. Additionally, effective time management minimizes the dispersion of effort, leading to a more concentrated and efficient approach to tasks. This focus not only enhances goal orientation but also promotes a dedicated pursuit of achieving those goals. Increased self-confidence is another benefit, as individuals who manage their time well often feel more competent and in control of their activities. Alongside this, effective time management fosters constructive and positive thinking, enabling individuals to maintain a proactive mindset. Moreover, it cultivates attentiveness to available opportunities, allowing individuals to seize moments that can further their personal and professional growth. By executing tasks with precision and a systematic approach, individuals can ensure higher quality outcomes. Furthermore, developing the ability to delegate responsibilities effectively becomes more achievable, promoting

a more collaborative work environment. Effective time management also reduces the tendency to procrastinate, enabling individuals to meet deadlines and enhance productivity. Importantly, it facilitates the efficient management of communities, helping to prevent time wastage and ensuring that collective efforts are maximized. Ultimately, good time management cultivates a strong sense of teamwork and collaboration, reinforcing the importance of working together towards common goals. In summary, the advantages of effective time management contribute significantly to enhancing individual performance and organizational success.

2.9 Time Management Strategy

The concept of time management is a modern strategic notion that stems from the overall vision of an organization's mission. This concept is accompanied by techniques and mechanisms that apply at every stage of the administrative or productive processes of individuals or machines.

Yahya (2001, p. 54) defines time management strategy in its broad sense as:

> *The conscious awareness of the art of using time, along with practical knowledge of how to effectively utilize it to increase productivity and enhance individual performance, as well as to achieve predetermined goals based on clear lines and paths that outline the organization's future and structure.*

The steps of the time management strategy can be divided by specifying goals into three phases as noted by Rida (2000, p. 156):

- Immediate or short-term.
- Short-term.
- Long-term.

It is essential to clarify these objectives because, in the absence of clarity, it becomes difficult to ascertain whether our actions are effective or merely a waste of time. The foundation of strategic management lies in long-term objectives, as they grant the organization the ability to forecast the future.

In contrast, immediate and medium-term objectives serve as necessary phases and steps for implementing long-term goals. These stages involve prioritizing tasks, as unforeseen events and risks can often be mitigated or minimized through effective time planning.

2.10 Effective Time Management: A Framework Based on Giersman's Principles

In his work, Giersman (n.d.) outlines a comprehensive framework for effective time management, consisting of six key steps that collectively promote a systematic approach to managing time efficiently. The first step emphasizes the necessity of regularly reviewing one's goals, plans, and priorities. This ongoing reflective process is vital because it enables individuals to assess and adjust their objectives over time; without clear and structured goals, time can be easily wasted, leading to challenges in effective organization.

The second step involves establishing a structured timetable or work program aimed at achieving short-term objectives, typically within a year. This planner should clearly delineate tasks, responsibilities, and deadlines, as well as accommodate personal appointments, ensuring that it is meticulously organized to align with the individual's specific needs and requirements.

The third step focuses on creating a daily achievement list, which serves as a motivational instrument designed to counteract forgetfulness and inertia. According to DeKan (1991, p. 44), there are several important considerations to keep in mind when crafting this list. For instance, it should be integrated into the individual's daily routine, and care should be taken to avoid listing too many tasks, which can lead to overwhelm. Additionally, applying the Pareto Principle can enhance efficiency; this principle suggests that completing the two most critical tasks out of ten can yield approximately 80% of the day's total productivity. It is also important to allow for sufficient leisure time during weekends and holidays and to maintain flexibility, as the achievement list should primarily serve as a tool for attaining goals.

Another crucial aspect of Giersman's framework is the identification and mitigation of "escape routes", which refers to behaviors that lead individuals to evade their responsibilities, such as procrastination and excessive leisure. The next step involves maximizing marginal time, defined as the intervals of unused time that occur between commitments and activities, such as during commutes or while waiting for appointments. Recognizing and utilizing these gaps is important because they can accumulate and become significant if not addressed effectively. Individuals should reflect on their time allocation, analyze their activities, identify opportunities for utilizing marginal time, and develop practical strategies for its optimal use.

The framework also highlights the importance of resisting engagement in non-essential urgent matters, as these tasks can distract individuals from their main objectives and priorities. Such distractions often result in diminished personal effectiveness and productivity by imposing external agendas that can obscure individuals' clarity regarding their goals and priorities.

2.11 Future Perspective on Time Management

The increasing interest in the literature and techniques of time management, coupled with the keen focus of successful modern organizations on implementing time management skills, clearly indicates that organizations are striving to occupy a leading position in the future and solidify their reputation in a highly competitive market.

It is important to highlight the qualitative shift in management thinking from prioritizing size as a basis for enhancing the competitiveness of the organization—through economies of scale derived from large-scale production—towards a focus on time economies that do not consider size as a factor. In fact, time economies may even encourage reducing size to increase speed and flexibility (Yahya, 2001, p. 108). Organizations seek to capitalize on time by investing in it through effective and meticulous management practices that allow them to reduce costs. Notably, organizations that manage their time effectively are more likely to excel and penetrate markets, as effective time management enhances customer loyalty not only in terms of costs but also across various dimensions of time economics.

In a dynamic and rapidly changing world, organizations are continuously seeking new methods and strategies for competition, development, and growth. Therefore, time management will play a critical role in the future. Wasting a single day for an organization could equate to losing a month in the long run, which in turn may lead to a loss of a year.

2.12 Definition of Performance

According to the International Organization for Standardization (ISO 9000, 2000), performance is defined as encompassing both efficiency and effectiveness.

- Effectiveness: Refers to the degree to which results are achieved.
- Efficiency: Refers to the relationship between the results obtained and the resources used.

This definition helps institutions focus on optimizing their performance and resource utilization.

2.12.1 Employees' Performance

One of the most important goals for institutions today, regardless of their type, is to increase productivity and elevate employee performance to the highest levels, ensuring their survival and continuity in their activities.

Among the most significant concerns for institutions is performance and how to enhance and maintain it. Employee performance is considered a practical tool for institutions to achieve their objectives and an effective means of accomplishing their goals.

2.12.2 Performance Management

Performance management is a contemporary administrative concept that arose in response to significant developments in management science. This approach has increasingly focused on measuring effectiveness, particularly through the successful implementation of management by objectives or results since the early 1960s.

Additionally, it is important to acknowledge the middle-range theory introduced by the prominent Japanese researcher William Ouchi, widely recognized as Theory Z.

The core of this theory revolves around five key principles that highlight how these factors can enhance employee performance, as elaborated by Yahiawi (2006, p.106):

1. Job stability and assurance.
2. Collaborative decision-making processes that support the idea of participatory management (MBP).
3. Enhancing self-responsibility levels across all organizational units and their members.
4. Establishing clear and precise monitoring systems, based on the ongoing exchange of information.
5. Assigning special significance and attention to organizational objectives and the sentiments of employees' families.

2.13 Elements of Performance Management

The elements of performance management exert a direct influence on employees, who implement these components to enhance their individual performance levels. Such enhancements contribute significantly to the broader performance of the organization as a whole. According to Adam & Jex (1999, pp. 72-77), the fundamental elements of performance management are delineated as follows:

2.13.1 Performance Planning

Performance planning is a critical process that encompasses several key components, each contributing to the overall effectiveness of organizational operations. The first component is goal setting, which serves as the foundational step in performance planning. This phase involves identifying specific objectives that the organization aims to achieve. Clear and measurable goals provide direction and purpose, ensuring that all team members understand the expectations placed upon them.

The second component is the current performance analysis, which focuses on evaluating existing performance levels within the organization. This analysis is essential for establishing a baseline against which future improvements can be measured. By assessing current performance, organizations can identify strengths and weaknesses, thereby informing the development of targeted strategies for enhancement.

Following the analysis of current performance, the next step is the specification of required performance. In this phase, the desired performance criteria are explicitly defined. Establishing these criteria helps outline the standards that need to be reached, ensuring that every team member has a clear understanding of what success looks like within their respective roles.

Lastly, standards analysis plays a crucial role in the performance planning process. This component involves a thorough examination of performance metrics and standards, enabling the organization to measure the required performance levels effectively. By analyzing performance standards, organizations can better understand the specific parameters necessary for achieving their goals, thereby facilitating continuous improvement and ensuring alignment with strategic objectives.

Overall, effective performance planning integrates these components to create a comprehensive framework that supports organizational growth, enhances productivity, and drives long-term success.

2.13.2 Performance Organization

Performance organization is a fundamental aspect of management that involves several key components, each contributing to the effective functioning of the organization. The first component is responsibilities and tasks, which focuses on the systematic distribution of tasks in accordance with specific job functions and areas of expertise. This ensures that roles and responsibilities are clearly defined and assigned appropriately, allowing employees to understand their individual contributions to the organization's objectives.

The second essential component is the establishment of communication channels. Effective communication between management and employees, as well as among employees themselves, is crucial for maximizing operational efficiency. By facilitating open lines of communication, organizations can reduce bureaucratic obstacles that may hinder collaboration and decision-making. This collaborative environment not only enhances workflow but also fosters a sense of unity within the organization.

The third component is the adherence to policies and regulations. This aspect involves following established policies and regulations that govern operational processes, ensuring that all actions taken within the organization are consistent, compliant, and conducive to the smooth operation of workflows. By adhering to these guidelines, organizations can maintain order and accountability, which is essential for achieving both short-term and long-term goals.

In summary, effective performance organization hinges on the clear distribution of responsibilities, the establishment of robust communication channels, and strict adherence to policies and regulations. Together, these components create a structured and efficient working environment that promotes productivity and supports the achievement of organizational objectives.

2.13.3 Performance Direction

Performance direction is a critical element of effective management that encompasses several key components, essential for guiding employees toward the achievement of organizational goals. The first component, streamlining procedures, involves

simplifying communication and decision-making processes to enhance efficiency and conserve time. By eliminating unnecessary complexities, organizations can facilitate quicker responses and more agile actions, which ultimately enhances overall productivity.

The second essential component is guidance, where employees receive mentorship and support from both upper and middle management. This stage is crucial as it provides employees with the necessary insights and expertise to navigate their roles effectively, fostering professional growth and development. Through consistent support, employees are better equipped to tackle challenges and execute their responsibilities.

Feedback plays a pivotal role in performance direction by emphasizing the importance of learning from previous errors and experiences. Constructive feedback encourages a culture of continuous improvement within the organization, allowing employees to understand their strengths and areas for growth. This proactive approach ensures that everyone is aligned with the organization's objectives and standards.

Another integral component is error correction, which involves leveraging insights obtained through feedback to identify and rectify mistakes promptly. By addressing errors efficiently, organizations can minimize the time and resources required for corrections, thereby maintaining organizational momentum.

Finally, progress monitoring is essential for assessing the extent of progress achieved in employee performance. This component enables ongoing evaluation of individual and team contributions, facilitating the refinement of performance strategies based on measurable outcomes. By continuously monitoring progress, organizations can ensure that they remain on track to meet their objectives and can adapt strategies as needed to enhance efficiency and effectiveness.

In conclusion, effective performance direction relies on streamlining procedures, providing guidance, utilizing feedback, correcting errors, and monitoring progress. Together, these components form a comprehensive framework that supports employees in their roles, driving organizational success and fostering a culture of continuous improvement.

2.13.4 Performance Evaluation

Performance evaluation is a vital aspect of organizational management that encompasses several essential components aimed at assessing and improving

employee performance. The first component, identifying performance deficiencies, focuses on detecting areas of underperformance to enable effective targeted interventions. By recognizing these deficiencies, organizations can implement strategies to support employee growth and development.

Another critical element is leveraging existing skills, which emphasizes the optimal utilization of the skills already possessed by employees. This approach not only enhances individual performance but also contributes to overall organizational effectiveness by ensuring that employees are engaged in roles that capitalize on their strengths.

The third component involves target skill development, where specific skills that need to be enhanced or acquired are identified to support employee advancement. This phase is crucial for fostering professional growth and ensuring that employees are well-equipped to meet evolving job demands.

Equity and job satisfaction are also paramount in performance evaluation, as achieving fairness within the workplace significantly contributes to increased productivity and elevates performance levels. Organizations that prioritize equity create a more motivated workforce, which directly impacts overall organizational success.

A focus on data-driven decision-making further enhances the evaluation process by ensuring that decisions are based on reliable performance data from relevant departments. This grounding in objective information allows for fair and accurate assessments of employee performance.

Performance monitoring and documentation are essential for tracking progress in employee performance systematically. This process involves comparative assessments of previous, current, and target performance levels, enabling organizations to identify trends and areas for continuous improvement.

Additionally, developing a system for rewarding positive behavior and progress toward goals is crucial in reinforcing desired behaviors. An effective rewards system motivates employees to increase their productivity and aligns their efforts with organizational objectives.

Lastly, the ultimate aim of performance evaluation is enhancing individual and organizational performance. By fostering improvements at both levels, organizations can create a more effective and efficient workplace, which contributes to long-term

success and sustainability. In summary, performance evaluation is a comprehensive process that not only assesses employee performance but also identifies opportunities for development and growth within the organization.

2.14 Steps to Improve Performance

The steps for performance improvement, as articulated by Tichory (2006, p. 29), are outlined as follows:

- What is the problem?
- Who is associated with the problem?
- What is currently happening?
- What do you want to happen?
- What are the consequences of performance deficiencies?
- What are the possible causes and solutions?
- What is the action plan?

2.15 Factors Affecting Employee Performance

Numerous factors significantly influence employee performance levels, and researchers have identified various aspects that can either directly or indirectly impact this performance. In order to effectively investigate the variables influencing employee performance, it is essential to consider the key factors involved from multiple perspectives. Al-Tayan (2000, p.45) has outlined several principal factors that impact individual performance, which include the alignment of employee goals and values with the organization’s objectives. When employees have clear and congruent goals, they are more likely to engage with their work meaningfully, enhancing their overall effectiveness.

Demographic characteristics, such as age, gender, and marital status, also play a role in influencing performance. These factors can affect employees' perspectives, motivations, and experiences within the workplace. Additionally, the presence of incentives is a crucial factor; effective incentive systems can motivate employees to perform at higher levels by rewarding their efforts and achievements.

Work relationships are another significant aspect, as positive interactions among colleagues and supervisors can foster a collaborative environment that enhances

overall performance. Furthermore, cognitive abilities and personal traits, such as intelligence, adaptability, and emotional intelligence, play a critical role in shaping how individuals approach their responsibilities and handle challenges.

Finally, the impact of technology and training cannot be overlooked. Access to the latest technology and ongoing training opportunities equips employees with the skills and tools necessary to excel in their roles. In summary, understanding these factors is vital for organizations aiming to enhance employee performance and create a productive work environment. By addressing each of these elements, organizations can implement strategies that align individual performance with broader organizational goals.

In contrast to the previously discussed factors, Haj Qassem (1999, p.38) identifies additional elements that significantly affect employee performance, including the provision of training programs, the characteristics of the job itself, the quality of supervision, and the effectiveness of compensation and incentive systems. He also notes the importance of demographic characteristics, such as gender, age, and job level, which can all play a role in shaping an employee's performance outcomes.

Furthermore, Al-Dahla (2003, p.112) emphasizes that critical factors influencing employee performance include training, job requirements, incentives and rewards, as well as the information and skills employees possess. The insights provided by both Haj Qassem and Al-Dahla underscore the complexity of the factors affecting employee performance, revealing that numerous internal and external influences contribute to performance levels.

It is evident from this discussion that the level of employee performance is shaped by a diverse array of factors, which can vary depending on the specific objectives of a study. Against this backdrop, the current research focuses on examining the effects of time management elements on employees' performance levels. The goal is to capitalize on the insights garnered from previous research, alongside the findings of this study, to comprehensively identify the factors influencing employee performance. Through this investigation, the study aims to enhance employee performance by implementing effective time management strategies, thereby contributing to organizational success.

2.16 Previous Studies

2.16.1 Time Management and Academic Performance

Several studies highlight the positive relationship between time management skills and academic achievement. For example, Trueman and Hartley (1996) examined differences in time management between traditional-entry and mature university students, finding that older students demonstrated better time control, which contributed to improved academic performance. Similarly, Tata (2019) investigated Libyan graduate students in Turkish universities and found that time management significantly influenced academic outcomes, with variables such as gender and prior training playing a role. These findings underscore the importance of time management as a predictor of student success, particularly in higher education environments.

2.16.2 Time Management and Employee Productivity

The relationship between time management and workplace productivity has been extensively documented. Barling et al. (1996) and Mahmood (2020) both emphasized that effective time use correlates with improved job performance, especially when accompanied by motivation and structured practices. Alsaedi (2023) focused on construction project employees and demonstrated that time management training enhances task completion, quality, and efficiency. These findings were echoed by Gerald (2007), who found that school superintendents benefited from time management techniques to reduce stress and improve institutional leadership. Collectively, these studies show that time management is a transferable skill with measurable impacts across various professional domains.

2.16.3 Time Management Training and Behavioral Change

Other studies emphasize the trainability of time management. Green and Skinner (2005) demonstrated that employees across different sectors could significantly improve their performance following structured time management training. This aligns with Gardner and Rebar (2019) findings (in other literature) on habit formation, which support the idea that behavioral change in time use can be cultivated through practice and support systems.

2.16.4 Time Management, Stress, and Work-Life Balance

Time management has also been linked to psychological well-being. Adams and Jex (1999) found that poor time control was associated with increased work-family conflict and emotional strain, while better time use led to more stable family environments and reduced stress. Similarly, Gerald (2007) highlighted the impact of time planning on reducing work-related stress among educational leaders. These studies highlight time management not only as a tool for productivity but also for emotional resilience and balance.

2.16.5 Contextual and Sector-Specific Applications

Some studies applied time management analysis in unique organizational or national contexts. Mahmood (2020) and Alsaedi (2023) investigated higher education institutions and construction projects respectively, offering insights into sector-specific practices such as task scheduling, goal setting, and leadership support. These studies confirm that while time management principles are broadly applicable, their effectiveness may depend on the institutional environment, staff experience, and implementation strategy.

2.16.6 Summary and Research Gap

Although the reviewed literature confirms that time management has a positive impact on academic achievement, productivity, and psychological well-being, most of these studies are conducted in general or sector-specific settings. Very few have explored how time management operates within the unique institutional and cultural contexts of international schools. The current study seeks to fill this gap by investigating how teachers at Sena International Schools perceive and practice time management, and how these practices influence their professional performance. By doing so, the research contributes context-specific insights and practical recommendations tailored to international educational settings.

CHAPTER III

RESEARCH METHODOLOGY

This research aimed to develop a qualitative framework to examine the impact of time management on teachers' performance. A case study design was adopted as the primary methodology, which enabled an in-depth exploration of teachers' lived experiences. Data were collected through detailed, audio-recorded semi-structured interviews, focusing on teachers' time management practices and their perceived effects on teaching performance.

The qualitative data were analyzed using NVivo 20 software to facilitate systematic coding and the development of themes. Through thematic analysis, the study offered a comprehensive and integrated understanding of how time management influenced teaching effectiveness within the context of an international school setting.

3.1 Research Design

This study employed a qualitative research design to explore patterns derived from in-depth interviews with teachers, aiming to capture the complexity and richness of their experiences with time management. This approach enabled a deep and nuanced understanding of how teachers had perceived and navigated time-related challenges in their professional roles.

Semi-structured interviews were conducted with selected teachers, guided by open-ended questions that encouraged participants to share their individual experiences, strategies, and organizational methods. These discussions provided valuable insights into the practical and psychological dimensions of time management, including specific obstacles and contextual influences.

All interviews were carefully audio-recorded to ensure accurate documentation and to facilitate a rigorous analytical process. The recorded data were examined through a detailed thematic analysis to identify recurring patterns and core themes. This analysis focused on the challenges that teachers had faced, the strategies they had employed to overcome them, the motivational drivers behind their time management behaviors, and the influence of factors such as teaching experience and work environment.

The data were systematically categorized into thematic groups using NVivo 20 software, based on the frequency and relevance of emerging codes. This structured yet flexible approach supported a comprehensive interpretation of the research questions and contributed to the development of a conceptual framework grounded in the lived experiences of the participants.

3.2 Research Methods

This study employed a qualitative research approach to explore the impact of time management on teacher performance at Sena International Schools. Semi-structured interviews were used as the primary method for data collection, allowing for an in-depth exploration of participants' experiences and perspectives. Educators were purposefully selected based on their diverse roles and experiences across various educational levels within the institution.

The semi-structured format enabled a flexible yet guided conversation. While predetermined topics were addressed, participants were also encouraged to elaborate freely, providing insights into the complexities of time management practices in their daily work. This approach was instrumental in generating rich, nuanced data reflective of real-life educational contexts.

Prior to data collection, a set of guiding questions had been developed based on relevant literature and initial field observations. These questions addressed key areas such as teachers' perceptions of time management, strategies used for organizing tasks, balancing planning, teaching, and grading, as well as the tools and techniques employed to optimize scheduling and task prioritization.

Additional areas explored included the effects of poor time management on instructional performance, the influence of effective time management on student interaction, and teachers' responses to unexpected changes in their schedules.

The interviews also included prompts regarding recommendations for improving time management practices in educational settings.

Interviews were conducted in a comfortable and confidential environment to foster openness and trust. With the participants' informed consent, all sessions were audio-recorded and subsequently transcribed verbatim. This ensured accuracy in capturing participants' voices and maintaining the authenticity of their narratives.

The transcribed data were then analyzed using thematic analysis, guided by Braun and Clarke's (2006) six-phase framework. The software NVivo 20 was employed to support systematic coding, categorization, and identification of recurring themes and subthemes. This process enabled the development of an integrated framework that explained how time management practices influenced teaching effectiveness.

The qualitative approach enhanced the credibility and trustworthiness of the findings by capturing the depth and diversity of individual experiences. Ultimately, this method provided valuable insights into the dynamic relationship between time management and educational outcomes, particularly within the context of a multinational school environment.

3.3 Population and Sample

The total number of teachers at Sena International Schools in Istanbul was 43. Of these, 30 teachers voluntarily participated in the qualitative interviews. Participants represented a broad range of educational levels, spanning from preschool to secondary education, and ranged in age from 25 to 50 years.

The sample included both novice and experienced educators with diverse educational, cultural, and academic backgrounds. This diversity was intentionally sought to capture a wide spectrum of perspectives and contextual experiences related to time management in teaching.

The study aimed to explore how teachers managed their time within their professional roles, with a particular focus on their perceived effectiveness and the strategies they employed to address time-related challenges in an international school setting.

3.4 Data Collection Methods

Data were collected through comprehensive, in-depth semi-structured interviews with teachers at Sena International Schools. These interviews explored teachers' perceptions and lived experiences regarding time management and its influence on teaching effectiveness. The interview format was designed to promote open dialogue and provide space for reflective, authentic responses.

A structured set of 14 guiding questions had been developed prior to the interviews, based on relevant literature and contextual understanding of the school environment. The questions were categorized under four thematic areas aligned with the research

focus: general time management, its impact on teaching proficiency, challenges and solutions, and personal reflection.

Examples of the questions included:

– “How did you prioritize your tasks when planning your lessons?” (General Time Management)

– “Have you noticed any changes in your students' performance related to your time management practices?” (Effect on Proficiency)

– “What were the biggest challenges you faced in managing your time as a teacher?” (Challenges and Solutions)

– “What advice would you give to new teachers about managing their time effectively?” (Personal Reflection)

These open-ended questions enabled participants to discuss their daily routines, strategies, and challenges in depth. The full list of interview questions was provided in Appendix A.

Participation in the study was voluntary, and confidentiality was strictly maintained.

Informed Consent Process:

Before conducting the interviews, participants were provided with a clear explanation of the study’s purpose, procedures, and their rights as participants. An informed consent statement was shared verbally, and participants gave their verbal consent to participate and to be audio-recorded.

The consent process emphasized that participation was voluntary, that they could withdraw at any point without consequences, and that all data would remain confidential and anonymized. A sample of the informed consent script used is provided in Appendix B.

The interviews were conducted in a supportive and private setting to encourage openness. Throughout the sessions, the researcher applied active listening techniques to ensure clarity, build rapport, and deepen the discussion.

All interviews were audio-recorded with participants' consent and were transcribed verbatim. The transcripts formed the core dataset for analysis. Using NVivo 20 software, the data were systematically coded and analyzed through thematic analysis,

following Braun and Clarke's (2006) approach. This process involved familiarization with the data, generating initial codes, identifying patterns, and constructing themes that reflected both shared and divergent experiences among participants.

The use of NVivo facilitated the organization and visualization of codes while enhancing the traceability and transparency of the analytical process. This method enabled a comprehensive and context-rich understanding of how time management practices affected teacher performance across various educational levels and roles.

3.5 Data Analysis Plan

The data analysis in this study was conducted to explore the qualitative interview data collected from educators at Sena International Schools. The objective was to understand how time management practices influenced teaching performance, efficiency, and the daily instructional experience.

All interviews had been audio-recorded and subsequently transcribed verbatim to ensure the accurate capture of participants' narratives. The data were then analyzed using thematic analysis, following the six-phase framework proposed by Braun and Clarke (2006).

The analysis followed these sequential steps:

Familiarization with the data: The researcher read and re-read the transcripts to become deeply acquainted with the content and to gain an initial sense of the patterns and meanings within the data.

Generating initial codes: Using NVivo 20 software, meaningful segments of the transcripts were coded systematically. Each code represented recurring ideas, challenges, or experiences shared by the participants in relation to time management.

Searching for themes: Related codes were then grouped into broader categories, forming potential themes such as planning efficiency, behavioral strategies, institutional barriers, and psychological responses.

Reviewing themes: These themes were carefully reviewed, refined, and cross-checked across all transcripts to ensure they were internally coherent and reflected the dataset as a whole.

Defining and naming themes: Each theme was clearly defined and supported by relevant quotations from the participants, highlighting both commonalities and variations in perspectives.

Producing the report: The final themes were synthesized into a coherent narrative that addressed the research questions and informed the development of a qualitative conceptual framework.

The use of NVivo 20 facilitated the organization and coding process, enabled visualization of code relationships, and enhanced the rigor and transparency of the thematic analysis. Through this approach, the researcher was able to identify the key patterns and connections between time management practices and teacher performance in an international school context.

3.6 Application of Braun and Clarke's Thematic Analysis

This study adopted Braun and Clarke's (2006) six-phase framework for conducting thematic analysis in order to systematically interpret the qualitative data obtained from the interviews.

Step 1: Familiarization with the Data

The researcher began by actively engaging with the data through listening to the audio recordings and transcribing all 30 interviews verbatim. During this process, initial notes were taken regarding time management challenges and solutions, and reflexive thoughts were documented in a research journal to support transparency and reflexivity.

Step 2: Generating Initial Codes

Using NVivo 20 software, the researcher generated initial codes by conducting a line-by-line analysis of the transcripts. This process resulted in 78 semantic codes that captured recurring concepts related to workload distribution, time pressures, and teaching efficiency (e.g., "Experience-Driven Efficiency", "Procrastination Pitfalls").

Step 3: Searching for Themes

The researcher clustered related codes into broader themes by examining patterns, overlaps, and conceptual linkages between them. For instance, codes related to emotional responses and coping strategies were grouped under "Psychological Adaptation", while administrative and workload issues informed the theme of

"Institutional Constraints". Visual tools such as code co-occurrence maps were used to support this stage.

Step 4: Reviewing Themes

The candidate themes were reviewed against the coded data and the full dataset to ensure coherence and consistency. This step included verifying that each theme accurately reflected the coded extracts and encompassed all relevant data. Themes were refined, merged, or reorganized as needed, and hierarchical structures were applied where applicable.

Step 5: Defining and Naming Themes

Three final themes were clearly defined and named: (1) Psychological and Social Factors, (2) Teaching Proficiency Outcomes, and (3) Sena-Specific Priorities. Each theme was delineated with clear boundaries and supported by representative quotes, ensuring that it captured a distinct aspect of the participants' experiences.

Step 6: Producing the Report

The final stage involved synthesizing the findings into a coherent narrative. Participant quotations were integrated throughout the discussion to support thematic interpretations and illustrate the lived experiences of teachers. For example, one participant noted that "time management gives space to innovate," reinforcing the connection between time use and creative teaching practices.

Interpretation of Results: Following the thematic analysis, the researcher interpreted the findings by synthesizing recurring patterns across the dataset. The impact of time management on teacher performance was evaluated in light of contextual factors such as workload, institutional support, teaching experience, and personal strategies. This interpretation offered a deeper understanding of how educators in an international school setting navigated time-related challenges, and how their practices influenced both their own effectiveness and student outcomes.

By integrating Braun and Clarke's rigorous methodology with qualitative tools such as NVivo, the study provided rich, actionable insights into the dynamics of time management in education. These findings aimed to inform future strategies for enhancing teacher performance through improved time management at both the individual and institutional levels.

3.7 Trustworthiness

The trustworthiness of this qualitative study was established through several methodological safeguards aligned with the criteria of credibility, transferability, dependability, and confirmability, as outlined by Lincoln and Guba (1985).

Credibility was achieved through prolonged engagement with participants during the semi-structured interviews, which allowed for in-depth exploration of their lived experiences. Data triangulation was employed by integrating multiple sources—audio recordings, verbatim transcripts, and the researcher's field notes—thereby enhancing the accuracy and richness of the findings.

Transferability was supported through thick description of the research context, including detailed accounts of the school setting, participant roles, and institutional dynamics. Purposive sampling of educators from diverse levels of experience and educational stages further contributed to the applicability of findings across similar contexts.

Dependability was ensured through the use of a systematic analytical approach, following Braun and Clarke's thematic analysis framework. Peer debriefing during the coding process and the maintenance of a comprehensive audit trail documented all analytic decisions, enhancing the consistency and transparency of the research.

Confirmability was strengthened through reflexivity practices. The researcher actively engaged in bracketing personal biases and assumptions, and prioritized ethical considerations such as maintaining participant anonymity and confidentiality throughout the study.

Finally, the use of NVivo 20 software contributed to the analytical rigor by facilitating transparent coding structures, data organization, and consistency checks. Collectively, these strategies—grounded in Lincoln and Guba's (1985) trustworthiness framework—ensured the rigor, reliability, and authenticity of the study's findings, anchoring them firmly in the perspectives and voices of the participants.

3.8 Ethical Considerations

In the context of this research, strict adherence to ethical principles was prioritized to ensure the rights, dignity, and well-being of all participants.

A comprehensive set of ethical procedures was implemented before, during, and after data collection to uphold these standards.

Prior to participation, informed consent was obtained from all participants. This included a detailed explanation of the study's purpose, the nature of their involvement, and an overview of the types of questions they would be asked. Participants were clearly informed of their right to withdraw from the study at any time without any negative consequences. This process promoted transparency and fostered trust between the researcher and the participants, establishing a solid ethical foundation for the study.

Throughout the research process, the value of participants' perspectives and lived experiences regarding time management was consistently respected. The researcher encouraged open and honest dialogue, creating a safe and respectful environment in which participants could express their views freely.

Confidentiality and anonymity were rigorously maintained. All responses were de-identified during transcription, and personal identifiers were excluded from the final report. Data were presented in aggregate form, and when quotations were used, pseudonyms were applied to protect individual identities. These steps ensured participants' privacy and encouraged candid participation.

Ethical integrity was further ensured by considering the potential implications of the findings for both individuals and institutions. Care was taken to report results responsibly and sensitively.

In summary, ethical considerations were embedded throughout the research process, reinforcing both the credibility and the integrity of the study. This ethical commitment not only safeguarded participants but also strengthened the trustworthiness, validity, and overall quality of the research findings.

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

This chapter presents the key findings derived from the thematic analysis of semi-structured interviews conducted with teachers at Sena International Schools. The aim is to explore how time management practices influence teaching effectiveness within a multicultural educational context.

The data collected through in-depth interviews reveal a range of individual experiences, strategies, and challenges that teachers encounter in managing their time. By applying Braun and Clarke's (2006) thematic analysis method, three main themes and several sub-themes emerge, illustrating how psychological, pedagogical, and institutional factors interact with teachers' time management behaviors.

The findings are structured around these major themes, each supported by direct quotations from participants to ensure authenticity and to highlight the voices and lived realities of educators. This integrated approach offers a nuanced and context-rich understanding of the role time management plays in shaping teacher performance and educational quality.

4.1 Methodology Description

Data for this study are collected exclusively through semi-structured interviews with teachers at Sena International Schools. Participants are purposively selected to reflect a diverse range of teaching backgrounds, including differences in subject areas, grade levels, years of experience, and cultural perspectives. In total, 30 teachers voluntarily participate in the qualitative phase of the research.

The interviews explore various dimensions of time management practices in educational settings.

Participants describe their strategies for prioritizing tasks, managing interruptions, and balancing lesson planning with classroom instruction. They share their personal routines and the tools or techniques they rely on to organize their time effectively.

In addition, teachers reflect on how time management influences their teaching proficiency, classroom engagement, and student learning outcomes. Specific examples

are offered to illustrate improvements in student performance and classroom dynamics as a result of more structured time use.

The interviews also highlight key challenges teachers face in managing their time, such as administrative overload, multitasking, and unpredictable disruptions. Teachers discuss the coping strategies they develop, the importance of incorporating breaks and self-care, and lessons learned from instances of poor time management.

Finally, participants offer personal reflections and practical advice for new teachers on sustaining effective time management habits. Their responses provide deep insight into the relationship between time use, well-being, and professional growth.

This qualitative approach enables the researcher to uncover both shared patterns and individual variations in time management behaviors, contributing to a nuanced understanding of its impact on teaching effectiveness within an international school context.

4.2 Results and Findings

Through thematic analysis based on Braun and Clarke's (2006) methodology and supported by NVivo 20, the data revealed three major themes that illustrate the ways in which time management influences teacher performance at Sena International Schools.

The identified themes include:

Impact of Time Management on Teaching Practices.

Institutional and Cultural Challenges.

4.2.1 Psychological and Social Dimensions of Time Use

Each theme is further broken down into sub-themes and specific initial codes, systematically developed during the coding process. These were compiled in a detailed codebook (see Table 4.1), which presents the structure of the findings, supported by direct quotes from participants.

The results demonstrate that time management is not merely a matter of organizing tasks, but a dynamic process shaped by institutional policies, individual experience, and contextual constraints. Participants shared how effective time use enhances classroom performance, improves student outcomes, and supports teacher well-being.

On the other hand, challenges such as administrative overload, inconsistent scheduling, and lack of autonomy often hinder optimal time management.

This analysis offers a comprehensive view of the factors that enable or obstruct effective time use in an international school setting, contributing to a deeper understanding of how educators navigate daily demands while striving to maintain teaching quality.

Table 4.1: Codebook

Themes	Sub-themes	Initial codes	No. of participants contributed to themes	No. of excerpts assigned to themes
Psychological and Social Factors Influencing Time Management	Adaptation to the Work Environment	Experience-Driven Efficiency	30	47
		Personalization	30	35
		Role Flexibility	19	21
		Time as Gold	29	29
	Obstacles to Utilizing Time	External Disruptions	11	11
		Non-Teaching Demands	20	21
		Student Behaviour	16	16
		Tournament-Based Scheduling	2	2
		Workload Overwhelm	19	19
	Wasting Time and Laxity	Distractions	29	38
		Procrastination Pitfalls	25	25
Impact of Time Management on Teaching Proficiency	Classroom Effectiveness	Confidence & Clarity	30	35
		Innovation	17	17
		Stress Reduction	24	25
	Student Performance	Assessment Readiness	26	26
		Engagement	30	34

	Teacher-Student Interaction	Classroom Culture	27	27
		Feedback Symbols	22	22
		Individual Support	28	28
		Relationship Building	9	9
Importance of Time Management in Sena International Schools	Challenges Unique to Sena	Leadership Roles	5	5
		Multinational Classrooms	2	2
		Non-Teaching Tasks	21	21
	Cultural Fit	Advice to New Teachers	29	29
		Work-Life Balance	30	30
	Institutional Priorities	Consistency	29	30
		Efficiency	29	29
		Tech Integration	19	19

Source: Alnajjar,2025

Figure 4.1 illustrates a hierarchical structure of themes, sub-themes, and initial codes derived from the qualitative analysis, focusing on the psychological and social factors influencing time management within the educational context. The structure encompasses three main sub-themes: the impact of time management on teaching proficiency, the importance of time management in Sena International Schools, and psychological and social factors influencing time management. Each sub-theme is further broken down into initial codes that offer deeper insights into the key variables and influencing conditions surrounding time management practices.

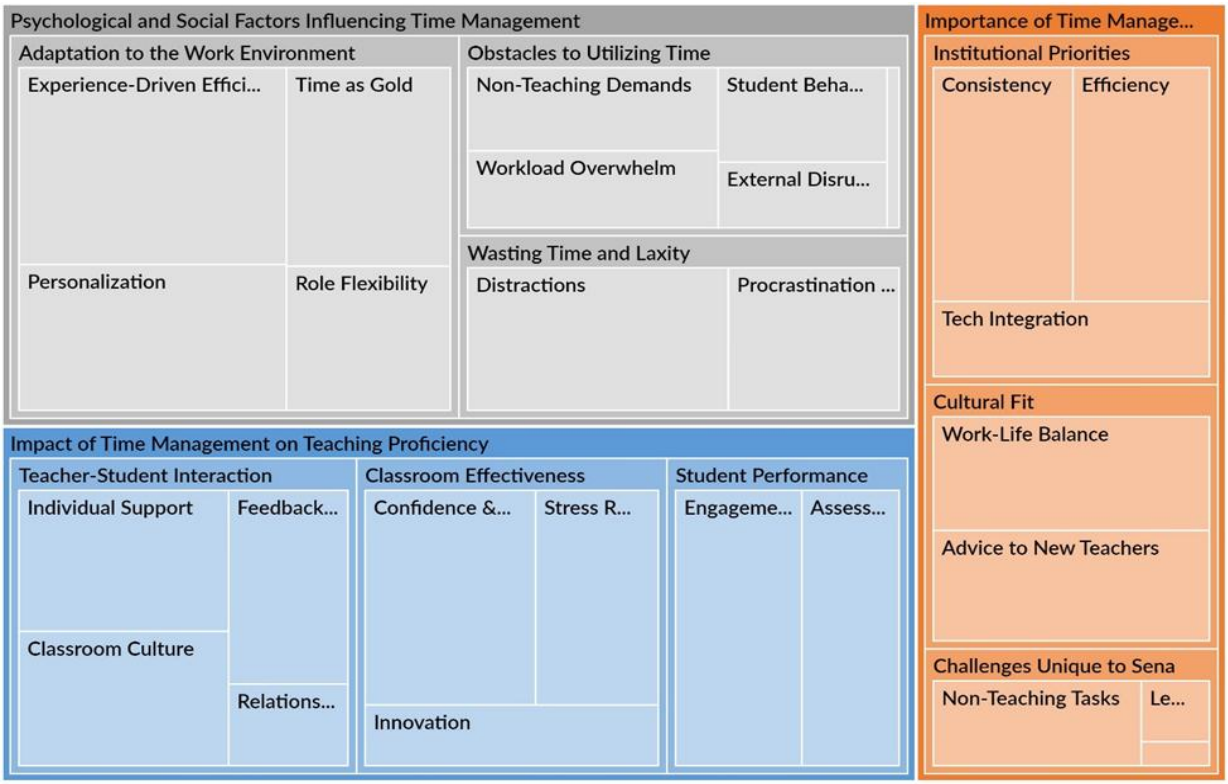


Figure 4.1: Hierarchy chart of overall themes

Source: Alnajjar, 2025

The theme of psychological and social factors influencing time management addresses both enablers and barriers to effective time use. Sub-themes such as adaptation to the work environment and obstacles to utilizing time capture issues like experience-driven efficiency and procrastination pitfalls.

This theme underscores the importance of personal flexibility and environmental conditions, demonstrating how adaptive behaviors and role flexibility can help mitigate distractions and workload pressure.

The theme related to the impact of time management on teaching proficiency highlights how well-structured time allocation enhances instructional quality. Initial codes such as classroom effectiveness, student performance, and teacher-student interaction reflect reduced stress, increased confidence, and deeper student engagement.

For instance, codes like feedback symbols and individual support reveal the significance of timely feedback and personalized attention in cultivating a positive and effective learning environment.

The third theme, which explores the importance of time management in Sena International Schools, reflects institutional and situational aspects specific to a multinational school setting. Sub-themes such as challenges unique to Sena and cultural fit address aspects like non-teaching tasks and work-life balance. The inclusion of tech integration under institutional priorities illustrates the school's efforts to streamline administrative processes and enhance efficiency through digital tools.

Overall, Figure 4.1 illustrates the hierarchical chart that encapsulates the multifaceted nature of time management within the educational context. This visual representation integrates psychological, social, and institutional dimensions, offering a layered perspective on the factors that influence teachers' efficiency. The chart highlights key areas for potential improvement—such as reducing non-instructional tasks and leveraging technology—to enhance both teaching performance and institutional effectiveness.

4.2.2 Major Theme 1: Psychological and Social Factors Influencing Time Management

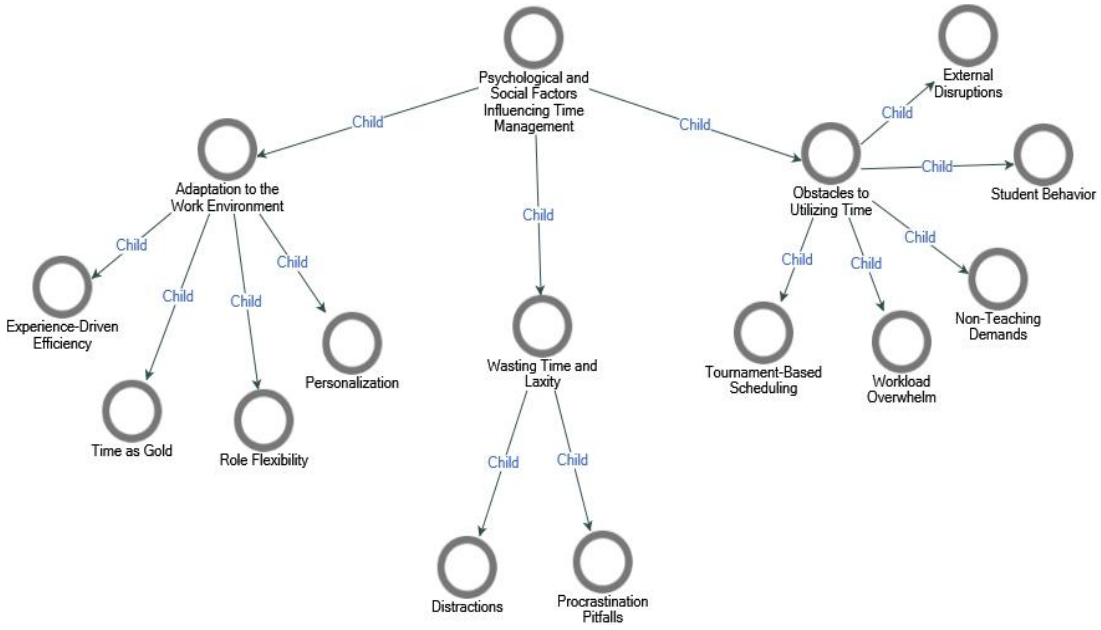


Figure 4.2: Mind Map of Major Theme

Source**:** Alnajjar, 2025

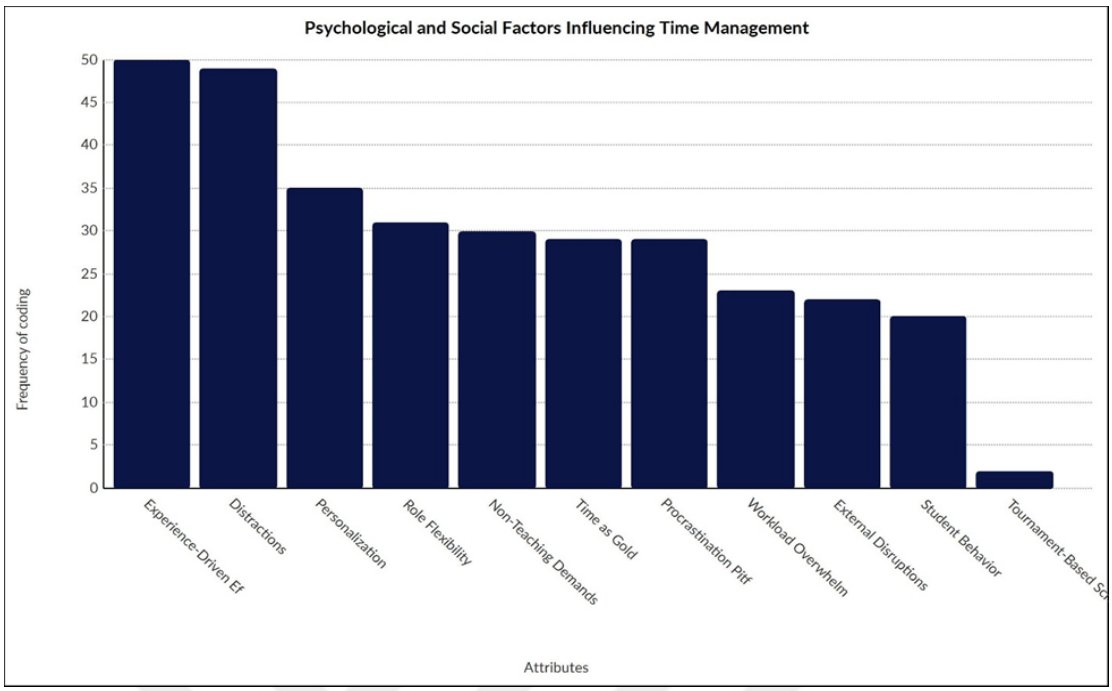


Figure 4.3: Hierarchy Chart of Major Theme 1

Source: Alnajjar, 2025

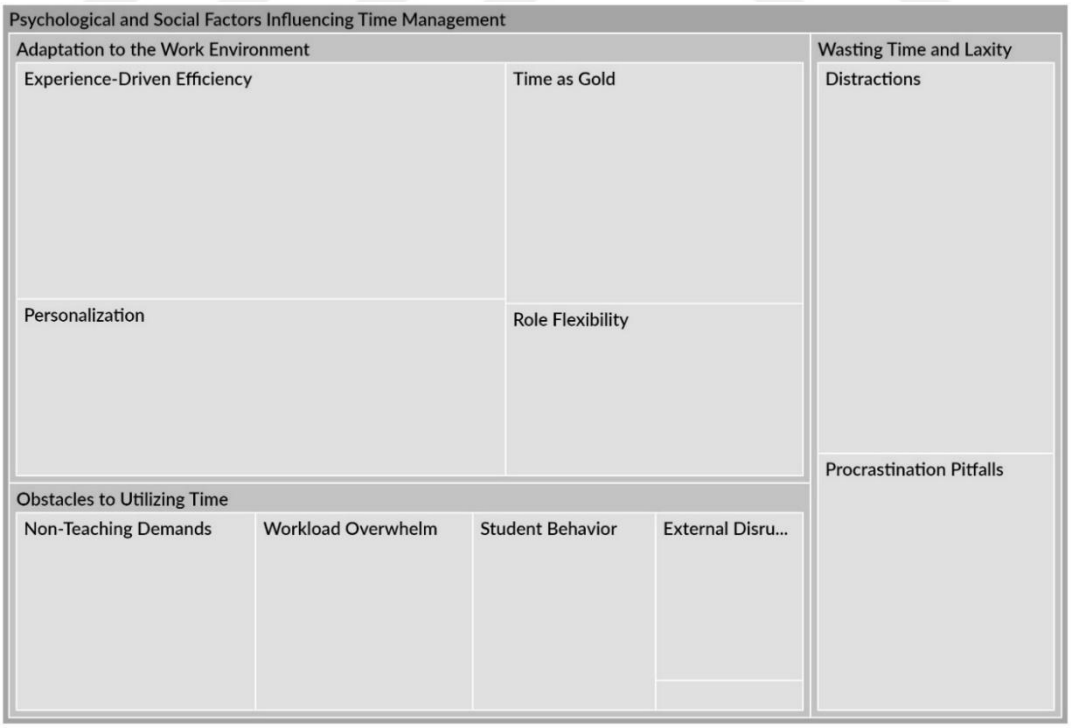


Figure 1.4: Comparative Chart of Major Theme 1

Source: Alnajjar, 2025

The hierarchy chart illustrates how educators' performance is shaped by both internal and external influences. This theme is divided into three sub-themes, each reflecting distinct patterns in how teachers manage their time. As shown in Figure 4.2, these sub-themes include Adaptation to the Work Environment, Obstacles to Utilizing Time, and Wasting Time and Laxity, offering a visual overview of the psychological and social dimensions involved.

The first sub-theme, Adaptation to the Work Environment, highlights the role of experience and individual strategies in enhancing time use. Many teachers indicated that with more experience, they required less time for lesson planning. For instance, Participant 10 noted, "With years of experience, planning has become more efficient. I usually spend about one to one and a half hours planning for two weeks ahead." Teachers also emphasized the value of personalization in choosing time management tools—whether digital applications or traditional planners—to match their working styles. Moreover, flexibility in roles enabled teachers to adjust routines in response to changing demands, such as collaborative planning or reallocating tasks.

The second sub-theme, Obstacles to Utilizing Time, identifies both internal and external barriers that limit productivity. These are visually structured in Figure 4.3, which organizes the findings under the layered influences affecting time utilization. Non-instructional duties, such as administrative work and supervision, were frequently mentioned as major constraints. As Participant 21 explained, "The heavy workload, supervision duties, and covering for absent teachers can be overwhelming." Additional challenges included student behavior and last-minute disruptions, like unscheduled meetings, which forced constant task reprioritization. To cope, many teachers relied on urgency-based decision-making. Participant 11 stated, "I differentiate between urgent and non-urgent matters, prioritizing what needs immediate attention." These findings highlight the necessity of institutional support to reduce non-teaching burdens.

The third sub-theme, Wasting Time and Laxity, examines self-imposed inefficiencies such as procrastination and distractions. Teachers acknowledged that poor planning negatively affected their performance.

Participant 1 shared, “Once, I thought I could prepare a lesson in the morning before school—bad idea! I ended up improvising, and the session wasn’t clear.” Many participants referred to procrastination and lack of focus as ongoing challenges, often mitigated by structured tools like checklists and alarms. These reflections underscore the psychological hurdles in time management and the importance of maintaining structured routines.

Taken together, these sub-themes reveal the intricate interplay between personal responsibility and institutional context in shaping time management practices. This synthesis is visually contrasted in Figure 4.4, which presents how the sub-themes differ in scope and intensity across participant responses. This theme directly relates to Question 3 by demonstrating how psychological elements (e.g., procrastination, self-discipline) and social pressures (e.g., workload, disruptions) influence teachers’ ability to manage time effectively. In response to Question 1, the data suggest that experience does not automatically translate to superior performance, but rather to improved strategy. While veteran teachers streamlined their planning, novice educators compensated through tools and techniques. Ultimately, institutional support—not experience alone—emerges as the key enabler of optimal time management and improved teacher performance.

4.2.3 Major Theme 2: Impact of Time Management on Teaching Proficiency

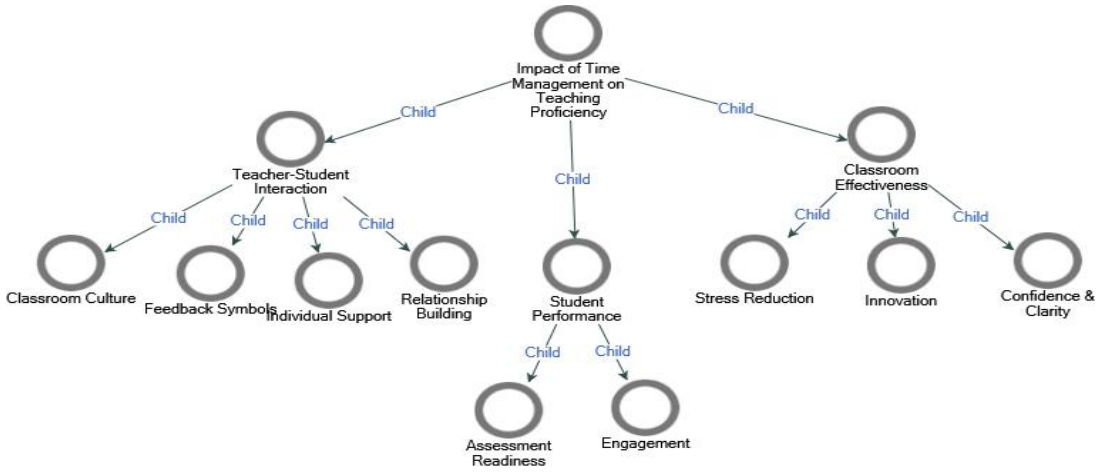


Figure 4.2 : Mind Map of Major Theme 2

Source: Alnajjar, 2025

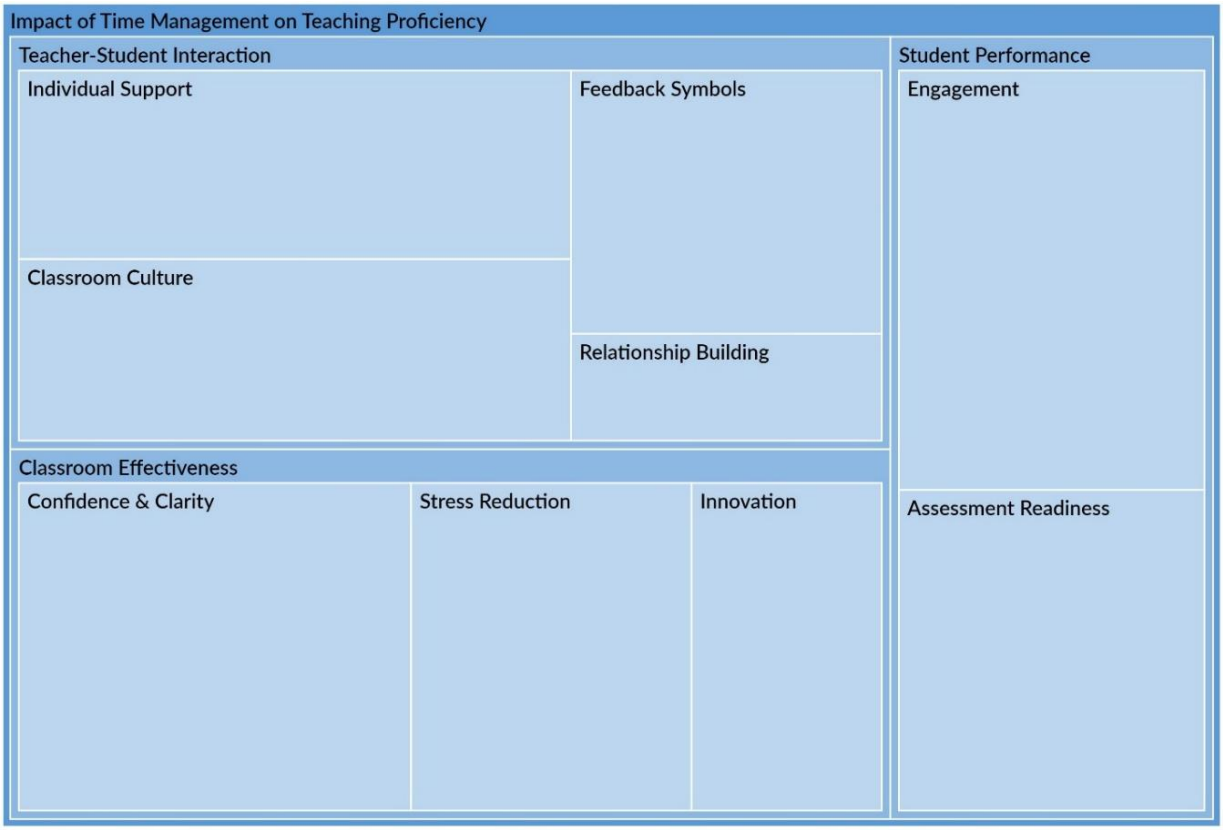


Figure 4.3: Hierarchy Chart of Major Theme 2

Source: Alnajjar, 2025

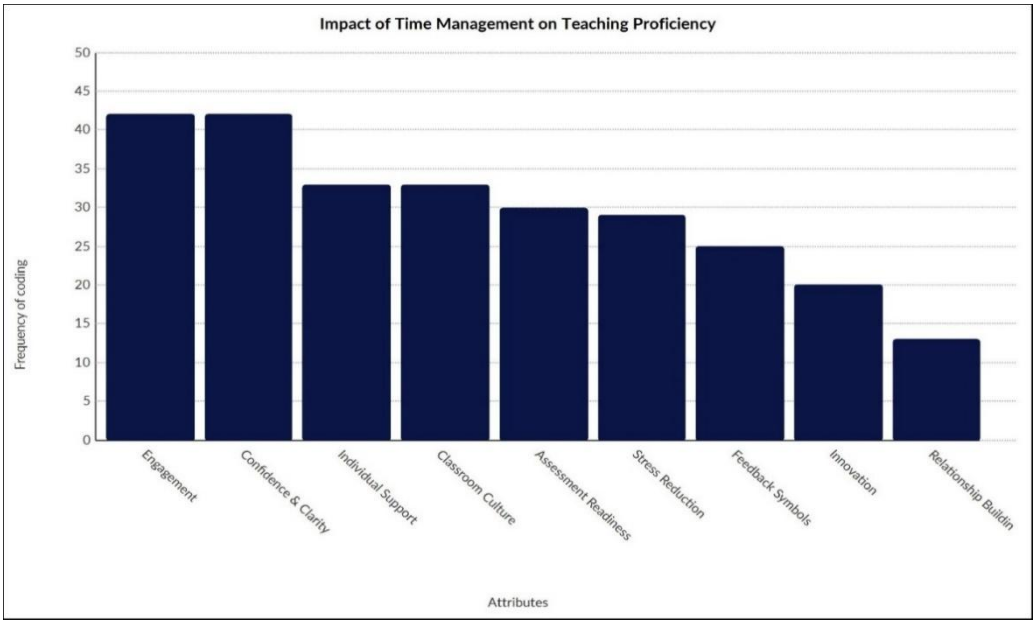


Figure 4.4: Comparative Chart of Major Theme 2

Source**:** Alnajjar, 2025

The hierarchy chart presents this theme as a central pillar that directly links effective time management to teaching quality and student outcomes. This is visually introduced in Figure 4.5, which outlines the sub-themes under the broader theme of The Impact of Time Management on Teaching Performance. The theme is organized into three main sub-themes: Teacher–Student Interaction, Student Performance, and Classroom Effectiveness, each of which reveals specific advantages associated with structured time use.

The sub-theme Teacher–Student Interaction highlights how time management enables more meaningful engagement between teachers and students. When teachers are well-prepared, they can provide individualized attention, especially to students who are struggling. As Participant 4 explained, “When I’m prepared, I can give each student some attention, especially the ones who struggle.” Timely and constructive feedback was also cited as a benefit, with Participant 16 stating, “Quick feedback symbols save time while still maintaining quality.” These strategies contribute to a positive and supportive classroom atmosphere, fostering student appreciation and engagement.

The sub-theme Student Performance emphasizes the strong correlation between time management and academic success. Teachers observed that organized lesson planning enhanced both student engagement and their readiness for assessment. Participant 1 noted, “When I stick to my plan, students are more prepared and enthusiastic about the lesson.” Similarly, structured routines were linked to improved focus and emotional stability during exams. As Participant 20 shared, “The more organized I am, the more students feel stable and focused, especially for written exams.”

The sub-theme Classroom Effectiveness demonstrates how effective time management improves lesson delivery and reduces teacher stress. This organization of findings is structured in Figure 4.6, which presents the hierarchy of how time-related practices influence classroom dynamics. Teachers associated careful planning with increased confidence and clarity. Participant 4 stated, “When I plan well, I feel more confident, and the class flows better.” This sense of control also created room for pedagogical innovation. For example, Participant 13 mentioned experimenting with “new activities or language games,” while Participant 12 emphasized incorporating “discussions and one-on-one support” as part of an active learning strategy.

This theme collectively illustrates that time management is not merely a logistical function but a core enabler of high teaching performance. As Participant 11 succinctly

put it, “Time management gives me space to innovate and provides a stable classroom environment.” This directly addresses Question 2, establishing a clear relationship between time management practices and enhanced professional performance. The contrast and integration of insights from across the sub-themes are further depicted in Figure 4.7, which compares the impact of each sub-theme on teaching outcomes. Sub-themes such as Classroom Effectiveness and Student Performance provide empirical evidence that structured time use elevates instructional quality, reduces stress, encourages innovation, and improves student outcomes.

4.2.4 Major Theme 3: Importance of Time Management in Sena International Schools

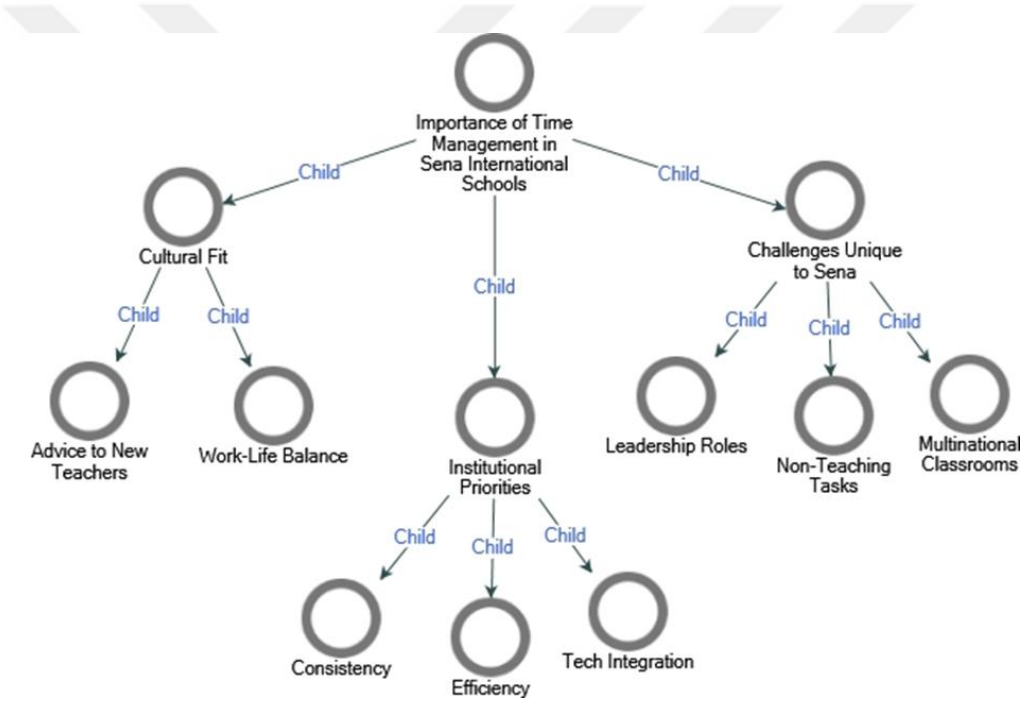


Figure 4.8: Mind Map of Major Theme 3

Source**:** Alnajjar, 2025

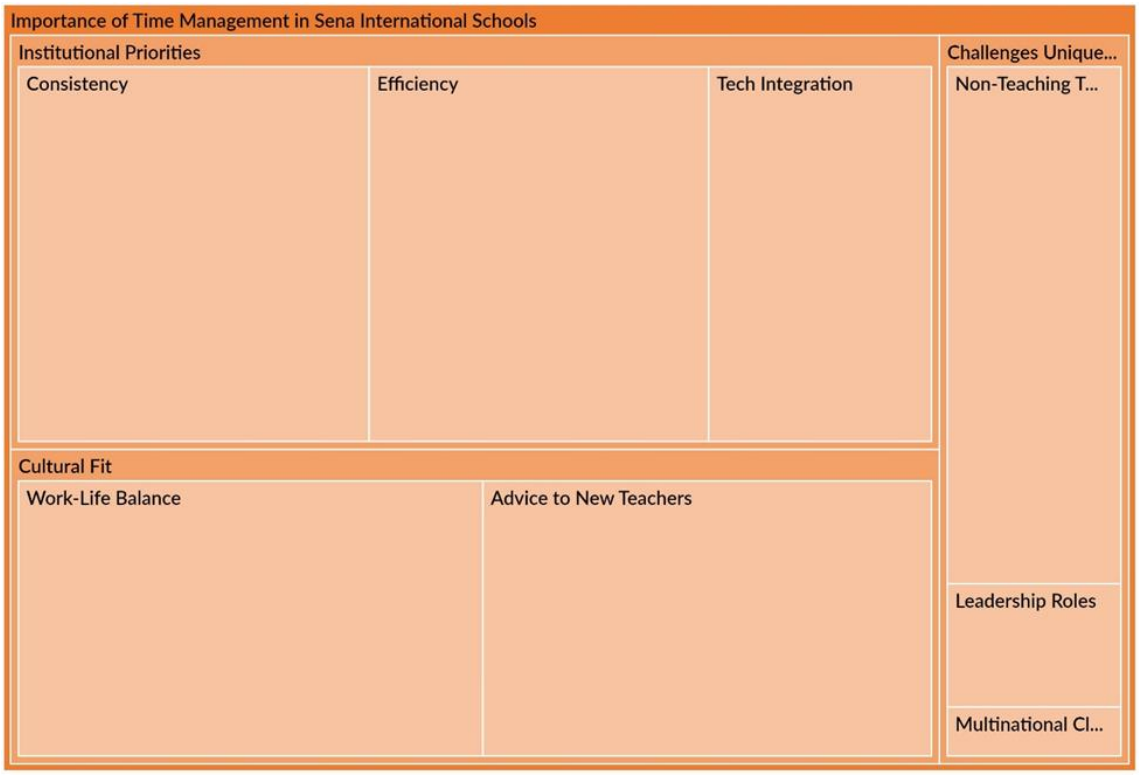


Figure 4.9: Hierarchy Chart of Major Theme

Source: Alnajjar, 2025

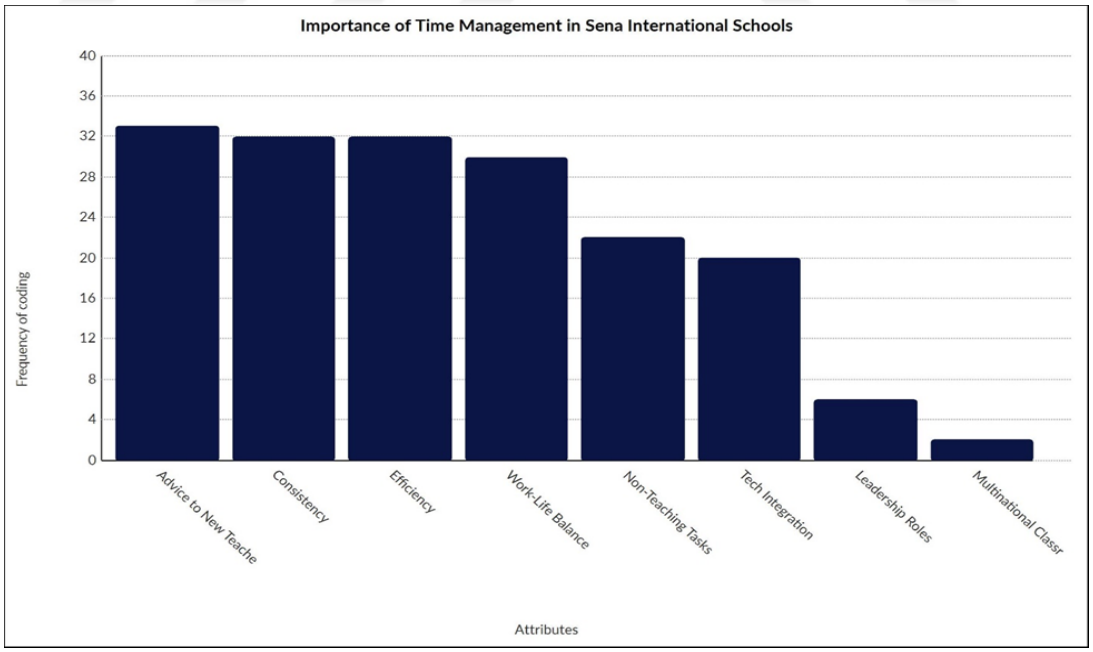


Figure 4.10: Comparative Chart of Major Theme 3

Source: Alnajjar, 2025

The hierarchy chart underscores how time management intersects with institutional priorities, cultural expectations, and the unique operational characteristics of the school. This visual overview is presented in Figure 4.8, which outlines the key sub-themes under The Importance of Time Management in Sena International School. The theme is divided into three sub-themes: Institutional Priorities, Cultural Fit, and Challenges Unique to Sena, each shedding light on specific aspects that influence time management within this educational setting.

The sub-theme Institutional Priorities focuses on enhancing efficiency and maintaining consistency across the organization. Teachers emphasized the need for streamlined processes, with Participant 3 stating, “Collaborative planning with the department team helps save time and ensures content consistency.” Technological integration was also identified as a facilitator, with tools such as Google Calendar (Participant 2) and Microsoft To Do (Participant 16) commonly used for task organization. However, institutional challenges—such as non-instructional duties and unanticipated administrative requests—were noted as time-consuming disruptions.

Participant 1 cited “non-teaching tasks,” while Participant 28 highlighted “unexpected administrative requests,” indicating a tension between teaching responsibilities and institutional expectations.

The sub-theme Cultural Fit explores how time management operates within the school’s multicultural and diverse environment. Teachers stressed the importance of maintaining work-life balance as a way to avoid burnout. For instance, Participant 11 shared, “I completely separate work from home life,” while Participant 24 mentioned, “I avoid working after 7 PM.” The adaptation process for new teachers was also discussed, with advice focusing on self-compassion and gradual growth. As Participant 4 remarked, “Don’t aim for perfection from day one.” Furthermore, the cultural and academic diversity of students posed additional challenges. Participant 5 noted, “Teaching students from different nationalities and levels can be a challenge,” highlighting the need for flexible and culturally responsive time management strategies. The sub-theme Challenges Unique to Sena outlines the particular demands of the institution, including workload intensity and staffing gaps. Participant 1 referenced “heavy workload, supervision duties, and covering for absent teachers,” as common issues. To cope with these demands, teachers developed proactive time

management routines. Participant 28 suggested, “Prepare your weekly lessons on Saturday or Sunday,” as a way to stay ahead and reduce stress during the school week. These findings are structured in Figure 4.9, which presents the hierarchy of sub-themes and their interrelations within the institutional context.

Collectively, these sub-themes portray time management at Sena International Schools as a balancing act between institutional efficiency, personal well-being, and cultural adaptation. As one teacher put it, “Time management gives you time to live—not just to work” (Transcript 3), emphasizing its importance in sustaining both professional performance and personal fulfillment. This synthesis is further illustrated in Figure 4.10, which compares how each sub-theme contributes to the broader understanding of time management in the school’s specific context. This theme clearly addresses Question 4 by positioning time management as a strategic institutional concern. The focus on Cultural Fit (e.g., navigating work-life balance in a multinational environment) and Challenges Unique to Sena (e.g., administrative overload) reveals the elevated relevance of time management in this specific context. Additionally, emphasis on Technological Integration and Efficiency affirms that time management is not merely an individual competence but a collective necessity for meeting the school’s distinct operational demands.



Figure 4.5: Word Cloud of the Most Frequent Words

Source: Alnajjar, 2025

The word cloud offers a visual summary of the most frequently occurring and conceptually significant terms within the dataset. In this representation, the size of each word corresponds to its frequency of appearance, thereby indicating its relative importance in the discourse surrounding time management. Prominent terms such as “time”, “tasks”, “lesson”, “management”, and “activities” dominate the visual space, suggesting a consistent focus on structure, planning, and instructional organization.

The recurrence of the word “management” reinforces the central theme of coordinated efforts and process optimization, while the term “activities” reflects the practical aspects of educational delivery and workload distribution. The presence of “lesson” anchors the context within teaching, pointing to the instructional dimension of time management. Most notably, the frequent appearance of the term “time” emphasizes its foundational role in ensuring productivity, balance, and performance within the teaching profession.

Overall, the word cloud visually encapsulates the core themes identified throughout the qualitative analysis: disciplined workflow, structured educational planning, and the prioritization of time as a key resource. By offering a concise and immediate overview, the visualization effectively highlights the linguistic patterns that underpin the broader narrative of time management in educational settings.

4.3 Developed Framework

The developed framework integrates findings from the thematic analysis with relevant literature to construct a comprehensive model that illustrates how time management shapes teacher performance in multinational school environments. It is grounded in the three central themes that emerged from the analysis: Psychological and Social Factors, Impact on Teaching Proficiency, and Institutional Importance.

Within this framework, time management functions as a dynamic mediator between external and internal contextual constraints—such as workload, non-teaching duties, and psychological barriers—and desired teaching outcomes, including instructional quality, student engagement, and professional confidence. The framework highlights how educators’ ability to manage time effectively is not solely an individual trait but is shaped by institutional structures, cultural fit, and access to supportive tools and strategies.

By visualizing the interconnections among psychological adaptability, pedagogical outcomes, and institutional demands, the framework offers a holistic perspective on the mechanisms through which time management contributes to improved teaching performance. It provides a practical guide for educators and school leaders seeking to enhance efficiency, reduce burnout, and foster a culture of productivity and well-being in diverse educational settings.

4.3.1 Development from Thematic Analysis

The conceptual framework developed in this study emerges directly from the thematic analysis, weaving together insights from the three core themes in a cohesive manner. At its foundation, antecedent factors such as workload pressure and student misbehavior—drawn from Theme 1: Psychological and Social Factors—serve as initial conditions that compel teachers to adopt adaptive strategies in managing their time. These responses often take the form of increased role flexibility and deliberate efforts to mitigate procrastination, illustrating how teachers navigate both psychological and environmental demands.

Building upon these triggers, behavioral resources identified under Theme 2: Impact on Teaching Proficiency represent the central mechanisms through which time management translates into enhanced pedagogical performance. These include the practical use of digital tools, the establishment of efficient routines, and systematic planning approaches that enable educators to maintain instructional clarity, responsiveness, and engagement within the classroom.

The framework is further strengthened by structural enablers such as cultural compatibility and work-life balance, which are highlighted in Theme 3: Institutional Importance. These enablers function as contextual moderators that influence the extent to which time management strategies are effectively implemented and sustained. In the unique environment of Sena International Schools, where cultural diversity and institutional demands intersect, such structural considerations are especially critical. Together, these interconnected elements illustrate how time management serves as a mediating force, aligning individual agency with institutional realities to support effective teaching practices in a multinational educational setting.

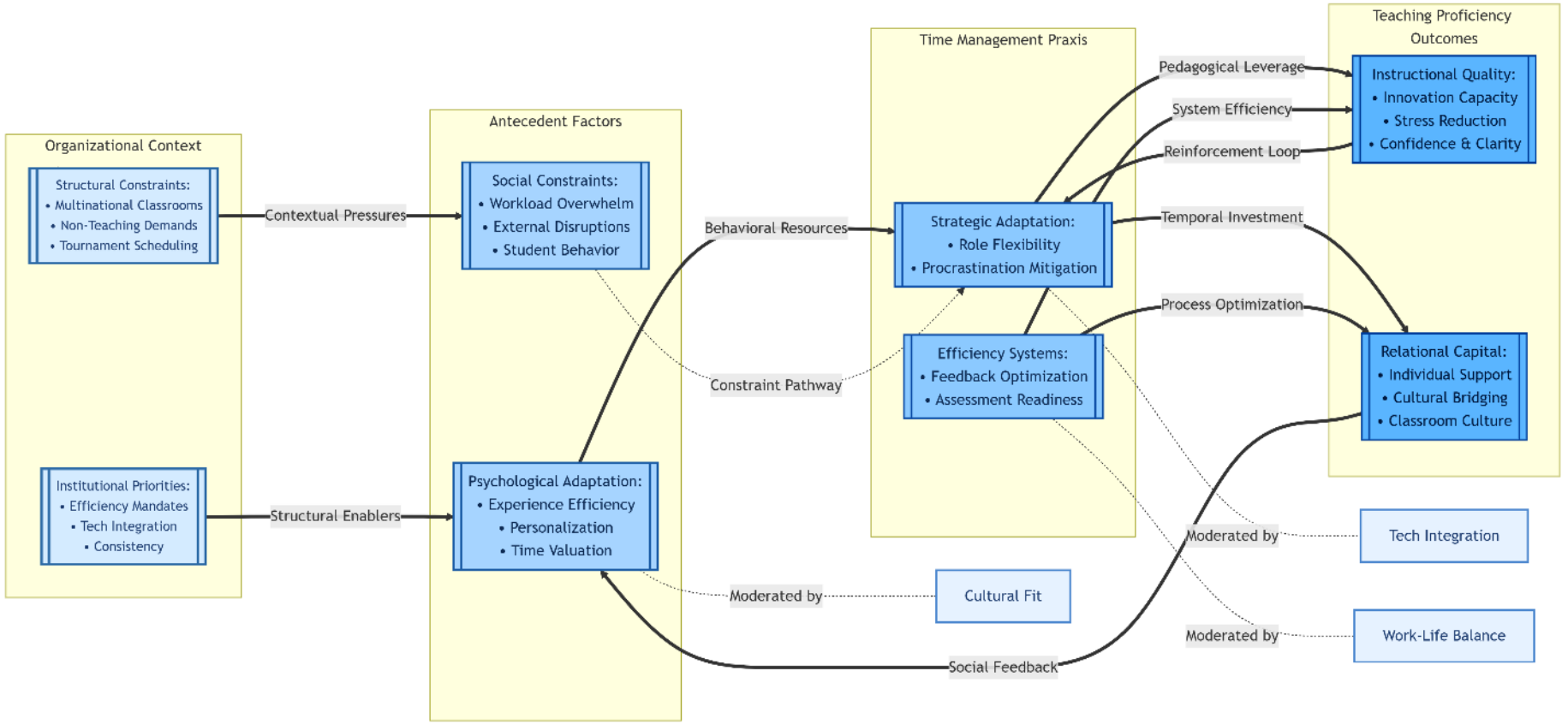


Figure 4.6 : Framework Structured Reflecting the Interconnection of Themes and Codes

Source: Alnajjar, 2025

4.3.2 Literature Integration

This framework is further reinforced through integration with relevant theoretical foundations and empirical literature. It is informed by Zimmerman's (2020) theory of self-regulation, which provides a psychological basis for understanding how teachers manage procrastination and develop autonomy in organizing their professional tasks. Additionally, the pedagogical innovation perspective articulated by Darling-Hammond (2024) supports the framework's emphasis on adaptability, reflective practice, and time-conscious instructional planning as key components of teacher effectiveness. The importance of institutional structures is echoed in the work of Skaalvik and Skaalvik (2014), who highlight the role of organizational support in shaping teacher performance. In this context, the reduction of non-instructional duties and the integration of digital tools—such as Google Calendar or Microsoft To Do—are positioned within the framework as systemic enablers that facilitate efficient time management and contribute to sustainable performance in complex school environments.

4.4 Discussion

The developed framework synthesizes the empirical findings of the thematic analysis with established theoretical foundations to clarify the complex dynamics of time management within Sena International Schools. Rather than presenting time management as a fixed individual trait, the model conceptualizes it as a dynamic mediating process that links contextual constraints with educational outcomes. It highlights three interrelated dimensions—antecedent factors, behavioral resources, and structural enablers—that collectively shape teaching proficiency through interconnected mechanisms.

Antecedent factors emerged as critical catalysts that compel strategic adaptation. External structural challenges, such as multinational classrooms (reported by two participants) and non-teaching responsibilities (noted by 20 participants), introduced contextual pressures that disrupted instructional focus. These external factors intersected with internal barriers, including procrastination (reported by 25 participants) and workload overwhelm (19 participants), leading to what Participant 21 described as an "overwhelming" professional atmosphere. These findings are consistent with Zagkas et al. (2023), who identified role overload as a significant obstacle in educational settings. The data suggest that these pressures stimulated

adaptive responses: experienced teachers demonstrated increased efficiency by reducing planning time, while novice teachers adopted compensatory strategies such as using digital planners. This supports Zimmerman's (2020) self-regulation theory, which posits that challenging environments can foster behavioral innovation rather than merely hindering performance.

Behavioral resources served as key mediators, enabling educators to transform constraints into pedagogical advantages. These resources included technical capital—such as personal support tools (reported by 28 participants) and cultural bridging strategies (27 participants)—which helped teachers reclaim cognitive bandwidth necessary for instructional creativity. Additionally, institutional mechanisms like feedback streamlining (22 participants) and collaborative planning (Participant 3) embedded time-saving practices into the school's operational routines. These practices reinforce Darling-Hammond's (2024) assertion that structured collaboration enhances pedagogical innovation. Notably, 24 participants attributed stress reduction to these systems, and 17 linked them to improved capacity for creative teaching. Participant 11's statement that time management "gives space to innovate" empirically affirms the framework's proposition that behavioral resources translate time efficiency into instructional excellence.

Structural enablers moderated the impact of both antecedent factors and behavioral resources by providing an institutional context that sustains performance over time. Mechanisms that supported cultural fit—especially work-life balance (emphasized by all 30 participants) and clear professional boundaries "I avoid working after 7 PM", (Participant 24)—were essential for preventing burnout. These findings align with Skaalvik and Skaalvik's (2014) research on emotional exhaustion among educators. The integration of digital tools (reported by 19 participants) emerged as a strategic institutional priority that helped standardize operations across culturally diverse classrooms. However, the success of such enablers required cultural sensitivity, as demonstrated by advice given to new teachers to avoid "perfection from day one" (Participant 4). This insight underscores the need for alignment between institutional strategies and the lived realities of a multicultural workforce.

Teaching proficiency outcomes validated the explanatory strength of the framework. The progression from navigating contextual constraints to deploying resources and utilizing structural support resulted in tangible benefits: 26 participants reported

improved student assessment readiness, while 27 observed a stronger classroom environment. These findings surpass basic efficiency gains and reflect the principles of relational pedagogy outlined by Hoidn and Klemenčič (2021), which emphasize the importance of teacher-student interaction quality. The unanimous emphasis on work-life balance by all participants further supports the notion that effective time management extends beyond classroom outcomes to encompass professional sustainability.

In summary, this framework contributes to the theoretical understanding of time management by integrating elements of psychological adaptation, pedagogical innovation, and institutional design into a unified model. Practically, it identifies actionable intervention points: reassigning non-teaching duties can reduce contextual strain; adopting digital tools can enhance behavioral efficiency; and investing in cultural mentorship can reinforce institutional enablers. Future research should test this framework's applicability in different educational contexts and assess the long-term impacts of institutional reforms on both teacher performance and student outcomes.

4.5 Summery of Chapter

This chapter presented the findings of the thematic analysis, highlighting the complex interplay between time management practices and teaching effectiveness within the context of Sena International Schools. The analysis yielded three major themes, each shedding light on distinct yet interconnected dimensions that influence educators' ability to manage their time and optimize performance.

The first theme, Psychological and Social Factors Influencing Time Management, revealed the dual impact of internal and external forces on educators' time-use strategies. Teachers who demonstrated adaptability relied on experience-driven planning, personalized tools, and role flexibility to improve efficiency. However, time management was often hindered by institutional demands such as administrative duties, student behavioral challenges, and unexpected disruptions. Internal challenges like procrastination and distraction further complicated this dynamic. These findings suggest that while experience plays a role, institutional support is a more critical factor in overcoming time-related obstacles and enhancing overall productivity.

The second theme, Impact of Time Management on Teaching Proficiency, established a strong link between structured time use and improved pedagogical performance.

Teachers who effectively managed their time reported reduced stress, greater confidence, and enhanced classroom delivery. Structured routines contributed to better student engagement and assessment readiness, while timely feedback and personalized support enriched teacher-student interactions. The data reinforced that efficient time allocation not only supports academic outcomes but also fosters a more positive and innovative learning environment.

The third theme, Importance of Time Management in Sena International Schools, contextualized the preceding insights within the school's unique operational and cultural environment. Specific challenges—including heavy supervision duties, non-teaching tasks, and the complexities of multicultural classrooms—were shown to exert significant time pressures. Teachers employed strategies such as work-life boundaries and cultural sensitivity to maintain personal well-being, while institutional mechanisms like technology integration and collaborative planning contributed to workflow efficiency. However, tensions between administrative expectations and pedagogical priorities underscored the need for systemic realignment.

A word cloud of commonly referenced terms—including "time," "management," "tasks," and "lesson"—visually reinforced the dataset's central themes, emphasizing the role of planning and organization in effective teaching.

Collectively, these findings demonstrate that time management is not merely an individual competency, but a multifaceted construct shaped by psychological resilience, pedagogical strategy, and institutional design. The chapter concludes that optimizing teaching effectiveness requires both individualized approaches and systemic support, offering actionable insights for educators, school leaders, and policymakers seeking to enhance productivity, innovation, and well-being in diverse educational settings.

CHAPTER V

DISCUSSION

5.1 Discussion of Findings

The findings of this study confirm the critical role that time management plays in shaping teaching effectiveness at Sena International Schools. Through thematic analysis, three core themes were identified, each offering a distinct perspective on the complexities of how educators navigate time-related challenges within their institutional and personal contexts. These themes—psychological and social factors, teaching proficiency outcomes, and institutional conditions—are interlinked and collectively contribute to a deeper understanding of time management as a multidimensional construct.

This section discusses how these findings align with existing literature, highlights their practical implications for educators and administrators, and proposes avenues for future research. By situating the results within broader theoretical and empirical frameworks, this discussion provides a comprehensive interpretation of how time management practices influence both individual and institutional performance in multinational educational environments.

5.1.1 Theme 1: Psychological and Social Factors Influencing Time Management

The first theme emphasizes the dual influence of psychological and social factors on educators' time management practices. Teachers who effectively adapt to their work environment utilize experience-based strategies, personalized organizational tools, and role flexibility to enhance efficiency. For instance, several experienced teachers reported reduced time required for lesson planning, having refined their workflows over the years—an observation that supports Gardner and Rebar's (2019) findings on the role of professional experience in streamlining instructional planning.

However, the data also highlight significant external constraints.

Non-teaching responsibilities, student misbehavior, and institutional demands were frequently cited as impediments to effective time use. These findings align with previous research on role overload in educational settings, where administrative and supervisory duties often divert attention from core instructional tasks (Zagkas, 2022).

In addition to external pressures, internal psychological barriers such as procrastination and distractions further complicated time management efforts. Participants acknowledged instances of last-minute lesson preparation, which negatively impacted classroom delivery. This supports Zimmerman's (2020) self-regulation theory, which posits that effective time management requires the development of structured routines and the use of tools—such as checklists and digital planners—to mitigate procrastination and maintain focus.

While individual strategies were found to be essential, the findings also underscore the critical importance of institutional support. Reducing non-instructional burdens and providing a supportive work environment appear vital in enabling teachers to manage their time more effectively. These insights point to the need for systemic interventions, such as targeted professional development, administrative restructuring, or the implementation of school-wide time management policies. Future research may explore the effectiveness of such measures in reducing time-related stress and enhancing teaching performance.

5.1.2 Theme 2: Impact of Time Management on Teaching Proficiency

The second theme establishes a clear link between effective time management and enhanced teaching proficiency. When teachers organized their time efficiently, they reported noticeable improvements in classroom effectiveness, including reduced stress levels, increased confidence, and greater capacity for instructional innovation. Participants noted that adequate preparation allowed them to implement interactive methods such as language games and provide individualized student support. These observations are consistent with Darling-Hammond et al. (2024), who emphasized the role of time management in fostering pedagogical creativity.

Structured routines were also found to positively influence student performance. Teachers highlighted that when lessons followed a well-organized schedule, students demonstrated greater engagement and were better prepared for assessments. Efficient time use further enabled timely feedback and more personalized instruction, contributing to the development of a supportive and focused classroom environment. These findings align with socio-emotional learning theories, which suggest that stable teacher-student relationships are foundational to academic success (Hoidn & Klemenčič, 2021).

Importantly, this theme challenges the notion that time management is solely a logistical concern. Instead, it is presented as a pedagogical tool that directly impacts instructional quality and student outcomes. By integrating time management strategies into their professional routines, educators are able to create more effective learning environments. This insight highlights the potential value of incorporating time management training into professional development programs, enabling teachers to optimize their instructional practices through strategic planning and time allocation.

5.1.3 Theme 3: Importance of Time Management in Sena International Schools

The third theme situates time management within the unique institutional context of Sena International Schools. Participants reported a set of challenges specific to the school's operational environment, including administrative overload, supervision duties, and the demands of teaching in multicultural classrooms. To manage these pressures, many teachers adopted proactive strategies, such as preparing weekly lessons during weekends. The emphasis on work-life balance—particularly the establishment of personal boundaries like avoiding work after 7 PM—emerged as a critical practice to prevent burnout, supporting Skaalvik and Skaalvik's (2014) findings on emotional exhaustion among educators.

Cultural fit was another key consideration. Rather than striving for perfection from the outset, new teachers were encouraged to embrace flexibility and adaptability. This insight reinforces the idea that institutional culture must support rather than strain teacher performance. At the organizational level, priorities such as technology integration (e.g., using tools like Google Calendar) and collaborative planning were viewed as facilitators of efficiency. However, a recurring tension was noted between pedagogical goals and administrative obligations, highlighting the need for systemic reforms—such as designated planning periods and streamlined workflows—to better support instructional effectiveness.

This theme underscores that time management in Sena is not merely an individual skill but a strategic institutional necessity. Addressing time-related challenges requires both personal strategies and organizational commitment. Comparative studies across different educational settings could further validate these findings and help identify scalable interventions suitable for diverse school environments.

Taken together, the three themes illustrate that time management is a multifaceted construct, shaped by psychological resilience, pedagogical competence, and institutional design. While individual practices—such as the use of digital tools and disciplined planning—are foundational, broader structural reforms, including the reduction of non-teaching duties and promotion of work-life balance, are essential for sustained teacher well-being and performance. The study offers practical recommendations for educators and school leaders seeking to enhance productivity and well-being in high-demand educational contexts. Future research could further explore the role of policy interventions and cross-cultural comparisons to refine and expand effective time management practices.

5.2 Implications of the Study

The findings of this study yield several important implications for educational practitioners and policymakers. Foremost, the demonstrated link between effective time management and teaching performance highlights the necessity for schools to integrate targeted professional development initiatives that cultivate time management competencies. Equipping teachers with strategies to overcome internal challenges—such as procrastination, poor planning, and low task prioritization—can directly enhance instructional quality and foster improved student outcomes.

Furthermore, the study reveals that demographic variables, including gender and years of teaching experience, do not significantly influence perceptions or practices related to time management. This suggests that institutional interventions should adopt a universal approach, offering inclusive support systems that address the professional needs of all educators regardless of their background. Such equity-driven strategies ensure that time management development becomes a foundational element of institutional culture.

Additionally, the results emphasize the pivotal role of organizational support in reinforcing effective time management practices. Access to tools, technology, and collaborative structures not only facilitates individual efficiency but also enables teachers to thrive in complex school environments. Policymakers and educational leaders should, therefore, invest in systemic reforms that promote supportive conditions—such as reduced administrative burden, clear planning time, and structured mentorship programs—to sustain teacher well-being and performance.

Finally, the study opens avenues for future inquiry into specific institutional mechanisms and individual traits that may mediate or enhance the impact of time management on professional outcomes. These insights may inform the design of evidence-based interventions that address both the psychological and organizational dimensions of time use in schools. Ultimately, implementing these implications can contribute to building a more resilient, productive, and empowered teaching workforce capable of navigating the multifaceted demands of contemporary education.

5.3 Limitations of the Study

While this study offers valuable insights into time management among teachers at Sena International Schools, several methodological and contextual limitations should be acknowledged to ensure accurate interpretation of the findings. The first limitation relates to the sample size and representativeness. Although the qualitative sample of thirty participants was sufficient to achieve thematic saturation, it inevitably restricts the breadth of perspectives captured. Consequently, the findings may not fully reflect the diversity of experiences across all teachers in Sena International Schools or in other educational contexts, and should therefore be regarded as contextually rich rather than broadly generalizable.

Another limitation arises from the reliance on self-reported interviews. While this method is appropriate for qualitative inquiry, it is susceptible to certain biases. Participants may have unintentionally provided socially desirable responses, especially during face-to-face interactions, or may have encountered difficulties in accurately recalling past events. These challenges, which are common in qualitative research, should be considered when interpreting the data.

The context-specific nature of the research also represents a limitation. Because the study was conducted exclusively within Sena International Schools, the findings are closely tied to the institution’s unique cultural, organizational, and operational environment. As such, the transferability of the results to other schools—particularly those with different demographic or structural characteristics—should be approached with caution.

Finally, the data present only a cross-sectional perspective of time management practices at a specific point in the academic year. This design restricts the ability to observe how practices evolve over time or in response to changing institutional

demands. Although adopting a longitudinal qualitative approach was beyond the scope of this study, future research could extend the analysis by incorporating follow-up interviews or extended fieldwork.

In light of these limitations, the findings should be interpreted as reflective of a particular context and time frame. Nevertheless, the study contributes meaningfully to understanding time management from a qualitative perspective and lays important groundwork for future inquiries into enhancing teacher performance and institutional support systems.

5.4 Suggestions for Future Research

Based on the identified limitations and the nature of this qualitative inquiry, several directions are proposed to guide future research aiming to deepen the understanding of time management practices in educational settings. One important direction is the expansion of sample size and diversity. Future studies should seek to involve a larger and more varied group of educators across different school types, grade levels, and cultural backgrounds. Such inclusivity would enrich qualitative insights and improve the transferability of findings to broader educational contexts.

Another recommendation is the incorporation of triangulated qualitative data sources. While interviews remain a valuable tool, adding complementary methods such as focus groups, classroom observations, and document analysis would enhance trustworthiness and provide a more holistic view of teachers' time management practices.

Future research could also benefit from adopting longitudinal qualitative designs. Since time management behaviors and challenges evolve throughout the academic year, following teachers over an extended period would yield deeper insights into the sustainability and adaptability of their strategies.

In addition, greater attention should be paid to institutional and contextual variables. School culture, administrative expectations, resource availability, and classroom diversity all play a role in shaping teachers' experiences. Understanding these factors can help institutions design more targeted support systems and policies.

Researchers are also encouraged to design context-responsive interventions. Qualitative studies can play a central role in co-developing and evaluating interventions tailored to teachers' lived experiences, ensuring that such strategies are

both practical and sensitive to the demands of international and multicultural school environments.

Another promising area for exploration is the role of digital tools. While this study highlighted the supportive nature of digital planners and calendars, future inquiry could examine in greater depth how specific technologies influence teachers' sense of control, stress levels, and work-life balance from a qualitative perspective.

Finally, future research should give attention to the psychological and emotional dimensions of time management. Stress, burnout, motivation, and self-discipline are central to teachers' daily decision-making and overall well-being. Understanding these dimensions more fully would allow for the development of strategies that support not only productivity but also sustainable teaching practices.

By pursuing these directions, future qualitative research can generate more nuanced, context-sensitive, and actionable insights that support both teachers and school leaders in enhancing efficiency, reducing stress, and fostering healthier and more sustainable teaching environments.

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APPENDICIES

Appendix A

Informed Consent Form (English):

Title of the Study:

The Impact of Time Management on Employee Performance: A Case Study of an International School in Istanbul

Principal Investigator:

Yosor Alnajjar
Master's Student, Istanbul Sabahattin Zaim University

Purpose of the Study:

This study aims to explore how time management practices influence the teaching performance of educators working in international schools.

Participation:

Your participation involves a voluntary interview, which will last approximately 30–45 minutes. The interview will be recorded for analysis purposes only.

Confidentiality:

All personal information will remain confidential. Audio recordings will be stored securely and will only be accessed by the researcher. Your identity will be anonymized in all written materials.

Voluntary Participation:

Participation is completely voluntary. You may decline to answer any question or withdraw from the study at any time without any consequences.

Consent Statement (for verbal consent):

By participating in this interview, you confirm that you have understood the nature of the study and agree to participate voluntarily. You also consent to having the interview recorded for research purposes.

Informed Consent Form (Arabic):

عنوان الدراسة:
أثر إدارة الوقت على أداء الموظفين : دراسة حالة على مدرسة دولية في إسطنبول

الباحث الرئيسي:
يسر النجّار
طالبة ماجستير، جامعة إسطنبول صباح الدين زعيم

هدف الدراسة:
تهدف هذه الدراسة إلى استكشاف كيف تؤثر ممارسات إدارة الوقت على أداء المعلمين في المدارس الدولية.

المشاركة:
مشاركتك تشمل مقابلة تطوعية تستغرق حوالي 30 إلى 45 دقيقة. سيتم تسجيل المقابلة لأغراض التحليل فقط.

السرية:
ستبقى جميع المعلومات الشخصية سرية. وسيتم تخزين التسجيلات الصوتية بشكل آمن ولن يطلع عليها سوى الباحثة. كما سيتم إخفاء الهوية في جميع المواد المكتوبة.

المشاركة الطوعية:
المشاركة في هذه الدراسة طوعية تمامًا. يمكنك الامتناع عن الإجابة عن أي سؤال أو الانسحاب من الدراسة في أي وقت دون أي تبعات.

بيان الموافقة (للموافقة الشفهية):
من خلال مشاركتك في هذه المقابلة، فإنك تؤكد أنك قد فهمت طبيعة هذه الدراسة وتوافق على المشاركة فيها طوعًا. كما أنك توافق على تسجيل المقابلة لأغراض البحث العلمي.

Appendix B

Interview form

Questions for Case Study (English):

1. **General Time Management Questions.**
    1. How do you prioritize your tasks when planning your lessons?
    2. What tools or methods do you use to manage your time effectively?
    3. How do you handle interruptions or distractions during your work hours?
    4. How much time do you allocate for lesson planning compared to actual teaching time?
2. **Effect on Proficiency**
    5. In your opinion, how does effective time management impact your teaching proficiency?
    6. Have you noticed any changes in your students' performance related to your time management practices? Can you provide examples?
    7. How do you think your time management skills affect your ability to engage with students?
    8. Do you feel that you have enough time to assess student work and provide effective feedback?
3. **Challenges and Solutions**
    9. What are the biggest challenges you face in managing your time as a teacher?
    10. How do you incorporate breaks and self-care into your schedule to prevent burnout?
    11. Can you discuss a time when poor time management negatively affected your teaching?
    12. What strategies have you adopted to improve your time management skills?

4. **Personal Reflection**

13. How do you stay motivated to maintain your time management practices?
14. What advice would you give to new teachers about managing their time effectively?

Questions for Case Study (Arabic):

أ. أسئلة إدارة الوقت العامة:

1. كيف تقوم بترتيب أولويات مهامك عند تخطيط دروسك؟
2. ما الأدوات أو الطرق التي تستخدمها لإدارة وقتك بفعالية؟
3. كيف تتعامل مع الانقطاعات أو الملهيات خلال ساعات العمل؟
4. كم من الوقت تخصصه لتخطيط الدروس مقارنةً بوقت التعليم الفعلي؟

ب. التأثير على الكفاءة:

5. برأيك، كيف يؤثر إدارة الوقت الفعّالة على كفاءتك في التعليم؟
6. هل لاحظت أي تغييرات في أداء الطلاب تتعلق بممارسات إدارة الوقت لديك؟ هل يمكنك إعطاء أمثلة؟
7. كيف تعتقد أن مهاراتك في إدارة الوقت تؤثر على قدرتك على التفاعل مع الطلاب؟
8. هل تشعر أنه لديك الوقت الكافي لتقييم أعمال الطلاب وتقديم ملاحظات فعّالة؟

ج. التحديات والحلول:

9. ما هي أكبر التحديات التي تواجهها في إدارة وقتك كمعلم؟
10. كيف تضمّن فترات الراحة والعناية الذاتية في جدولك لمنع الإرهاق؟
11. هل يمكنك مناقشة مرة عندما أثر فيها إدارة الوقت الضعيفة سلباً على تعليمك؟
12. ما الاستراتيجيات التي اعتمدتها لتحسين مهارات إدارة الوقت لديك؟

د. التأمل الشخصي:

13. كيف تبقى متحفزًا للحفاظ على ممارسات إدارة الوقت لديك؟
14. ما النصيحة التي تقدمها للمعلمين الجدد حول إدارة وقتهم بفعالية.

Appendix C

Sample Interview Transcript

The following transcript is an excerpt from an in-depth interview conducted with a participant as part of the qualitative data collection for this research. The participant is a Head of Department (HOD) with over 15 years of experience in English language instruction.

Participant ID: Teacher 4

Experience: More than 15 years

Role: Head of English Department

Question 1: How do you organize your tasks when planning lessons?

Before starting any task, I always write down all the tasks I need to do. Then I start with the most important topics. For example, if I have a plan to deliver a specific lesson during the week, I break it down into ideas, worksheets, and assignments for students. I divide the sessions accordingly and leave one session unplanned to use it if I didn't finish the required content the day before. If everything goes as planned, I use that session for revision or reinforcement. Most importantly, I write down everything in front of me and always keep a hard copy.

Question 2: What tools or methods do you use to manage your time effectively?

I mainly rely on printed tables and lists. Even at home, everything is organized with printed lists.

Question 3: How do you handle interruptions or distractions during work hours?

As a department head, I receive many requests throughout the day, but I follow the principle of prioritization. If the interruption is urgent, I handle it quickly without delay. For less urgent matters, I record them and schedule a time for them later. During lessons, I make it clear to students that class time is sacred — except in emergencies.

Question 4: How much time do you allocate for planning compared to teaching?

I dedicate a fixed time weekly for planning, usually 1 to 3 hours depending on the unit. Collaborative planning with the department team helps save time and ensures content consistency.

Question 5: In your opinion, how does effective time management impact your teaching proficiency?

Time management is the secret to success. The more organized I am, the more present I am in the classroom and more flexible when facing challenges. Students can feel when you're well-prepared, and this increases their engagement and respect for the class time.

Question 6: Have you noticed any changes in students' performance related to your time management practices?

Absolutely. When the pace inside the classroom is clear and balanced, students comprehend better. Allocating time for instruction, activities, and self-assessment helps students focus and build confidence.

Question 7: How do your time management skills affect your interaction with students?

I allocate time for every group of students — whether it's participation, revision, or one-on-one guidance. Good time management inside the classroom helps me build strong relationships with students, and that's one of the keys to positive influence.

Question 8: Do you have enough time to assess student work and provide effective feedback?

Yes, because I prioritize it. I use quick assessment sheets to give immediate feedback and dedicate a session every two weeks for follow-up in case of any shortcomings.

Question 9: What are the biggest challenges you face in managing your time as a teacher?

Being both a teacher and a department head, I deal with the pressure of daily tasks and meetings in addition to training new teachers. The biggest challenge is fairly distributing time between leadership and teaching.

Question 10: How do you integrate rest and self-care into your schedule to avoid burnout?

I don't work outside working hours. I complete all my responsibilities within official working hours.

Question 11: Tell us about a time when poor time management negatively affected your teaching.

At the beginning of my supervisory role, I tried to handle all tasks myself without delegating, which led to insufficient lesson preparation. One session did not go as expected, and I felt disappointed. That's when I learned that delegation and organization are not luxuries — they are essential.

Question 12: What strategies have you adopted to improve your time management?

Writing things down and keeping everything clearly visible in front of me.

Question 13: How do you stay motivated to keep organizing your time?

The moment I finish work is my biggest motivation. Knowing that I won't be doing anything work-related after hours keeps me energized.

Question 14: What advice would you give to new teachers regarding time management?

Don't overwhelm yourself trying to be perfect. Stay organized as much as you can and start with small steps. Use tools that suit you and benefit from your colleagues' experience. Always remember: time management gives you time to live — not just to work.

CV

Yosor J. Alnajjar

Mechanical Engineer

Looking for a job that allow me to apply my knowledge and skills to add a value to the company.

WORK EXPERIENCE

Sales and Marketing Specialist
El-arabia Consulting
11/2022 - Present

Mathematics Instructor
Huda International School
09/2021 - 09/2022 *Istanbul-Turkey*

Sales and Marketing Specialist
Alyusr International Company
07/2020 - 07/2021 *Istanbul-Turkey*

Mechanical Engineer
Hiba Engineering Establishment
05/2018 - 09/2018 *Amman - Jordan*

Courses

- Performing A/C and Water Calculation.
- Site engineer for 4 projects (2 warehouses, 2 Residential Buildings).

Founder
Qamar's Hijab (Hijabs shop)
01/2018 - Present *Amman-Jordan*

EDUCATION

Master of business administration (MBA)
istanbul sabahattin zaim üniversitesi
03/2022 - Present *Istanbul - Turkey*

Digital marketing and e-commerce
Khaled Sabbagh Accademy
02/2023 - Present

Bachelor degree in Mechanical Engineering
University of Jordan
09/2013 - 01/2019 *Amman-Jordan*

Secondary Certificate
Al-Dur Al Manthour Private School
09/2013 *Amman - Jordan*

SKILLS

Canva | MS Office | Content Creator | Marketing | HAP 4.0 | CREO | Revit

PERSONAL PROJECTS

Yaskawa Motman MA-2010

Design of Sanitary System Project

ORGANIZATIONS

Jordan Engineers Association (02/2019 - Present)

IEEE
Social Media Coordinator

Life Maker's Associations
Volunteers Coordinator

MECH Family at University of Jordan
Volunteer Member

CERTIFICATES

Fashion Design Sketching (05/2019 - 08/2019)
By Picaso School

Renewable Energy (06/2019 - 08/2020)
Pioneers Academy

Revit MEP (03/2019 - 04/2019)
OmniPlan

LANGUAGES

English
Full Professional Proficiency

Turkish
Limited Working Proficiency

Arabic
Native or Bilingual Proficiency

INTERESTS

Writing | Graphic Design | Drawing | Kickboxing | Telling Stories