

# Managing Time in Classroom and During Outdoor Education, at Core Procurement Cycle

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## **Abstract:**

*Time is one of the most important aspects, when it comes to education, because in most of the situations, teachers find it difficult to adjust it to the multiple chores that have to be done. This has also become a problem, because children have got so busy regarding their schedule, that it has become almost impossible to engage in other activities than those that are educational: learning, homework and extra studying. There is no time left for socializing, playing or just hanging around and discovering the world. The present brief study, presents an introduction of the theoretical frame regarding the management of time in educational organizations, and a research about how core procurement cycle teachers from Arad County Romania, manage time during outdoor educational activities. There were 30 teachers in the study, and the preliminary results show that most of them find it difficult to manage time dedicated to learning during school hours, indoor and outdoor, and they tend to give too much homework, never letting enough time for pupils to socialize and to develop besides study time. There are also some conclusions and ideas on what teachers can do, in order to have better time management, using outdoor learning activities.*

**Key words:** outdoor, education, management, time, learning.

## **Introduction**

Time is the most important resource we have today. You've probably heard the "I don't have time" sentence many times. At some point, we get to say it frequently either at work or at home. There are people for whom 24 hours are never enough, while others manage to perform their daily tasks effectively. The difference between the first category and the second lies in efficient time management. We live in the century of speed and we only have 24 hours to solve many tasks both professionally and in personal life. In the current situation, many habits have changed because we live in a new reality. In the work-from-home context, there are several distractions. Thus, the ability to manage your time effectively makes the transition from failure to success. (Cucoş, 2002).

Time management refers to a set of habits, skills, systems and principles, used to manage the time spent performing specific activities, in order to increase work efficiency and productivity. In short, it refers to the way we organize and manage our time and involves control and organization.

## **Recent perspectives**

We cannot talk about time management without talking about self-discipline, perseverance and punctuality. There are qualities that if you do not have, it is mandatory to develop them throughout your life, if you want to have remarkable results. Therefore, it is useful to know how you spend your time during the day. If you haven't done this before, you can start keeping a diary for a week or even a month, in which you write down each activity - absolutely everything you do. In addition, for each activity, write down the time spent and the mood - energetic, lethargic, etc. Perseverance means knowing your dream or goal and working for it

every day, even a little, and never giving up on it, even when you don't see immediate results. Not being punctual can cost you dearly. First of all, you lose your credibility and respect for others, and those you meet will ask some questions from the start, more precisely whether or not they can trust you. And as we know, trust is the basis of any interpersonal relationship. So you can lose people, business, or you can miss a show, you can miss the train, the plane, etc. (Menard, 2002)

In time management, setting goals is a valuable tool because it helps you give direction to your actions. This way you will be able to assess your progress along the way. For this you need to think about the things that are really important for you in the long run, to know where you want to go and to motivate yourself to do everything possible to reach your goal. Without establishing these things, you are like a drifting boat that gets nowhere. Once you have set your goal, another equally important step is to plan and prioritize the activities and tasks you have to solve to get to where you set out to be. Time management is important in our lives especially if we want to have a balance on all levels. Even if we choose to be well organized and to plan as many things and activities as possible, it is good not to forget about relaxation and unwinding. Specialists recommend that sometimes we be surprised by life, because otherwise we lose the joy of what life really means. (Schreiber, 2000)

Defining time is one of the most difficult tasks, not only philosophically or psychologically, but also physically. Time is one of the dimensions from the Universe, different from the spatial dimensions in that it orders events in an irreversible succession. Time has always been an important subject of philosophy, art, poetry and science. There are numerous divergences as to its significance, from this is why it is difficult to provide a definition of time that does not lead to controversy. (Cojocaru, 2018)

The family creates the children's first-time horizons through orientation through the quality of the activities proposed for the child and the way in which it symbolizes time and makes the child responsible from an early age for appreciation of time. Like the family, the school has the competence of a learning framework and the significance of temporality. This in comparison with the family decants a perimeter strictly temporal, much more autonomous and less negotiable with its actors. The school has formed a specific group of time management procedures:

- School year (semesters, quarters)
- Educational sequences (structured by teaching hours)
- Teaching activities are planned and designed
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Both teachers and students are subject to durations called school hours. (Moldovan, 2006) Within school institutions the student learns that time is delimited, structured, that time is worthwhile, costly and profitable. At the same time students are required to do one's own agenda, to be as autonomous as possible in the efficient use of time, to plan self-learning activities at home, to correlate their preparation time with the free one, etc. School time is a pedagogical resource of a material nature, trained at the level of the education system through some variables that are completed reciprocally: school year, school week, school day. It is addictive but also hijacked by social time. It appears to be an artificial time, formalized but which is precisely constructed to achieve and ensure order and efficiency. (Steel, 2013) The efficient organization of time can provide:

- better perspective on daily activities and priorities
- new opportunities and advantages in terms of creativity
- ability to cope ,reduce and avoid stress
- more free time
- chances of achieving the proposed goals . (Melnic ,2015 )

Time management is described as an action to control events .Therefore ,in order to ensure a good control over the time we have in each class hour ,we must apply and respect a series of rules . In particular ,we emphasize the limited nature of time - the most severe constraint that forces the teacher to operate with priority and to fall within the given time limits those students and teacher have .The quality of the analysis and administration of time resources is certainly at the origin of most of the phenomena of school success /failure ,of efficiency /inefficiency of the educational process .(Voiteanu ,2011 )

Institutionalized learning time is that part of the student's total available time that is allocated to school learning ,regulated and institutionally scheduled ,based on official documents regarding the duration ,structure ,and content of learning activities related to the study program that the student is studying .Institutionalized learning time is a time standardized at the level of the education system and programmed at the level of the school institution ,constituting the main basis of the social recognition of studies and the status of pupil ,or student . Zlate ,2004 )In turn ,institutionalized learning time is divided into two categories of learning activities :

- collective activities (nvolving the student's presence in class )
- individual (ndependent )activities .
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However ,learning is achieved in various ways and at various times .No matter if the student learns indoors or out of the walls of the classroom ,he is learning by participating in lessons or courses ,learning in the school workshop ,in the computer lab or on the sports field , learning through individual study at home or at the library ,learning by "playing " at computer etc .In addition to explicit learning activities ,the student learns through other activities ,which they do not pursue explicit learning goals :through work ,through play , through entertainment .Under another aspect ,some learning activities are compulsory ,imposed and scheduled ,while others are optional ,optional or occasional .Under these conditions ,to be useful in the rational distribution of temporal resources ,the analysis of learning time must allow the most precise delimitation the different ways of learning ,the time allotted or allocable to each and the position each occupies it in the chronology of daily , weekly ,quarterly ,etc activities .carried out by the student .

### **Material and method**

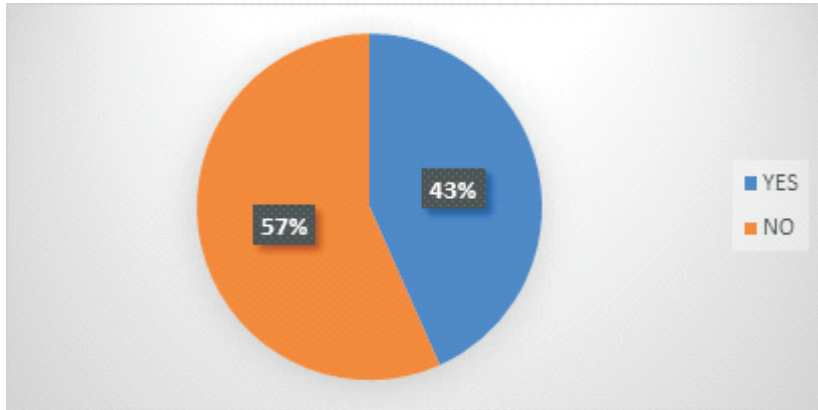
The present research was made on a number of core procurement cycle teachers from Arad County Romania ,willing to find out how they manage time during indoor and outdoor educational activities .There were 30 teachers in the study ,28 females and 2 males ,with ages between 23 and 57 years .They work in the educational field from 2 to 32 years ,and the preliminary results show that most of them find it difficult to manage time dedicated to learning during school hours ,indoor and outdoor ,and they tend to give too much homework ,never letting enough time to pupils to socialize and to develop besides study time .

There was a questionnaire ,using 12 questions ,about how teachers use to organize time for pupils ,when they manage to do it more successfully ,using indoor or outdoor learning situations ,and so on .

**Results and directions**

Below are graphically presented the results of all questions asked by the questionnaire to the core procurement cycle teachers and their answers revealed the following .

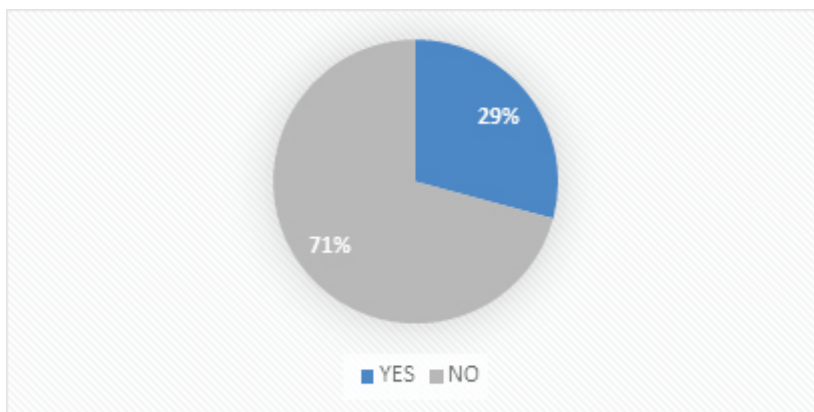
At the question :at the end of the day ,I know for sure how I managed the time of pupils during classes the answers show the following :



Graphic nb 1. Time management of teachers for pupils

This response shows that the self-satisfaction level of teachers that have participated is very low, only 43 percent of them say that they are happy and sure about the right ways of managing pupils' time.

The second question that we are going to include in the study is rather they managed to have their objectives achieved or not, educationally:

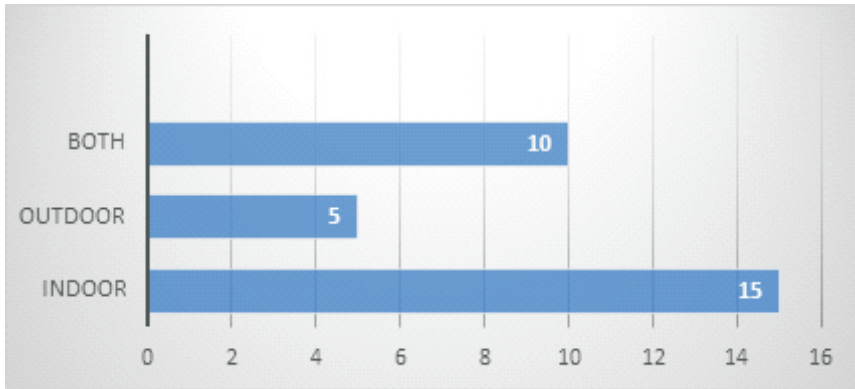


Graphic nb 2. Degree of objective achievement

The results show that only a number of 7 teachers that have participated in the study, have achieved their educational objectives, which definitely shows that they need time management strategies.

At the question that wanted to find out rather they use both indoor and outdoor activities, the results show the following:



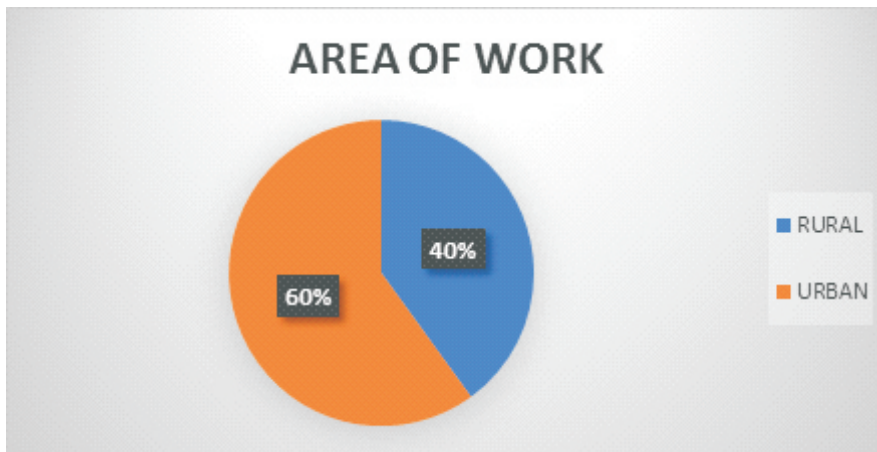


Graphic nb 3. The use of outdoor and indoor educational activities

The results show that half of the participant teachers use only indoor education in the classroom, 5 teachers use mostly outdoor education, and 10 teachers combine indoor and outdoor learning.

From those who answered that they use outdoor education and those who combine the two educational types, most of them have responded that they achieve their objectives every day. This can show the fact that outdoor education can bring better time management in education.

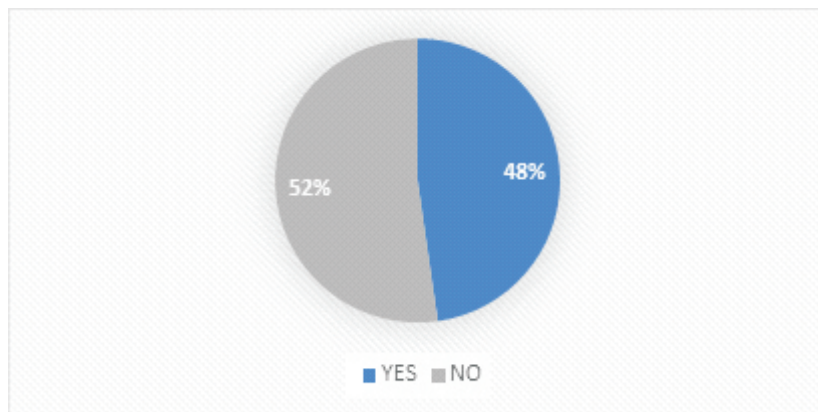
When the participants were asked, where they teach, in which area, the responses came in as it follows:



Graphic nb 4. The area participants work

As it can be seen in the image above, 60 percent work in the urban area, and 40 percent, represented by 12 teachers, work in the rural area. After further research, we have noticed that those that work in rural situated schools, are those that have answered positively at the questions above. This can mean that teachers in the rural area can manage time better, due to the life pace of the local community and due to the space that they use for outdoor educational activities.

The next question was whether teachers have or don't have a list of tasks in their offices. The answers show the following:



Graphic nb 5. Making lists with tasks for teachers and pupils

We can say that only a number of 9 teachers don't use lists, and that the great majority do use lists with tasks in order to achieve their educational objectives. After a deeper analysis, we have noticed that all those that have lists were able to manage their time well.

Another question was regarding the combination of similar tasks in order to finish them faster. The teachers that use outdoor education have all answered positively to this question. This means that outdoor education can combine lots of tasks and contains from the curriculum, and save up time, in order for pupils to have more time to socialise and develop transversal competencies.

The last question that we are going to present in this study is rather teachers stop at least 3 times daily, in order to think of new strategies about how to use the remaining time more efficiently. The answers show that those teachers that combine indoor learning with outdoor one, stop at least 3 times daily in order to think of efficient management techniques of time.

All the results show that outdoor education can save up time for other activities in the formal educational frame, and teachers that use outdoor education are more prepared in terms of objectives and tasks and time management.

## Conclusions

Outdoor education is a modern learning strategy, within the new disciplines, which can significantly develop students' transversal competence. It is also a way to make learning acquisitions in an organized but enjoyable way, in a free, unconstrained environment. Benefits of outdoor education are recognized in educational systems, on several levels: physical, emotional, cognitive and psycho-social. In the century of speed and overcrowded school content, a didactic strategy is needed to facilitate the instructive-educational process. Outdoor education comes to the aid of teachers through the various forms and environments of development, through activities they offer with the help of unlimited resources that are found in natural environments. Also, outdoor education is a great tool to help time management of teachers that struggle with this issue. Organising outdoor educational activities can help save up time for other activities in kids' lives. (Torkos & Roman, 2019)

Working as a teacher necessitates superior time management abilities. Teachers must strike a balance between the classroom's long-term goals, students' current educational

requirements, and the vast amount of paperwork that comes with each assignment. Teachers frequently believe that it is impossible to fit everything into the allocated time period between drafting lesson plans, marking tests, and actually teaching. (Petroi, 2004)

Setting priorities and structuring the day around the most critical tasks is the first step in teacher time management. Setting priorities can assist teachers in staying on track throughout the day, especially when unexpected events arise and the workload appears to be overwhelming. Prioritizing effectively entails allocating workload based on the significance of tasks as well as the consequence of accomplished tasks.

Assignments that require repeated practice may be better suited for the home environment for both teachers and students. While in-class practice is beneficial for framing and structuring problems, repetitive practice during class may not be the most efficient use of time. Assignments that simply ask students to solve a fixed number of problems for practice waste time in the classroom. (Egerău, 2019)

It is preferable to plan ahead for potential difficulties before they arise in the classroom, as last-minute emergencies can cause teachers to lose focus on their objectives. Although some crises, such as natural disasters, have limited solutions, teachers can organize around the requirements of their children. To prevent wasting time and money, it is preferable to avert or handle a crisis involving student conduct before it reaches its height.

A teacher is responsible for a variety of responsibilities and is frequently focused on the requirements of pupils and their parents. Although it may be tempting to devote more time to grading, feedback, and student needs management, it is equally necessary to set out personal time in order to maintain priorities in appropriate perspective. Prioritizing time for personal needs is essential for successfully implementing and executing the strategies for the project. (Roman, 2014)

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