

# Impact of Planning Time on Job Satisfaction of Teachers

**Mr. Ojas B. Ambekar**

Dr. Ambedkar Institute of Management Studies And Research, Nagpur

**Abstract:** *Many teachers working in 10 +2 colleges of Hyderabad, do not have planning time at all while few teachers working in some private schools enjoyed relatively low planning time. But that time was utilized for some school activities. Many teachers in 10+2 private colleges teach for 8 -10 hrs a day without even a single planning period. This definitely creates an imbalance in their teaching pattern through the day and cause more stress which reflect in student performance. The present study was conducted to investigate the relationship between planning time management, job satisfaction and productivity among teachers' in private colleges at Hyderabad, India. In this study, teachers felt that they would be more effective if they had more time outside of class for planning instruction and grading student work and expressed that they can use their planning time in many ways to improve student performance which directly relates to job satisfaction and productivity.*

**Keywords:** planning time, job satisfaction.

## I. INTRODUCTION

Teachers' planning time is the non-teaching time given to a teacher to attend to their noninstructional activities. Individual planning time and common planning time are key elements to teacher job satisfaction. They bring success to an inclusive school structure and can look at collaborative work share best practices among all teachers, plan and implement effective curriculum, conduct common exams and can address various issues pertaining to student achievement. Many countries have adopted a rigorous approach to this issue and many schools in developed countries allot at least 0 – 15 % of contractual hours to planning time for teachers. Although all government schools in India have planning time for teachers, many private schools especially offering 10\_2 education system do not allot sufficient time for the planning time owing to their budgetary constraints. This will create job stress and lead to teacher attrition thus leading to low student achievement. Teachers need two types of planning time, Merritt (2017) believes: (a) Individual time every day to prepare materials for upcoming lessons, assess student work, and communicate with specialists and parents about their students; and (b) common planning time once or twice a week with same- grade/same-subject colleagues to plan, implement, reflect on, and modify instruction.

### 1.1 Objectives

- To study the impact of planning time on the job satisfaction of teachers.
- To understand the teacher's perspective on the importance of planning time.

### 1.2 Hypothesis

- Planning time contributes to job satisfaction
- Planning time reduces teacher stress and lower teacher attrition rate

## II. REVIEW OF LITERATURE

Common planning time is a specific, planned period of time during the school day in which teachers meet to plan curriculum and assessments, share instructional strategies, organize team events, discuss student issues, and communicate with parents (George & Alexander, 2003; NMSA, 2010). While numerous formats exist, researchers found that interdisciplinary teams should have common planning time at least four times per week for a minimum of 30 minutes per session (Flowers et al., 1999; Mertens & Flowers, 2004). However, due to the lack of specific teacher

preparation and increased assessment demands (Jackson & Davis, 2000), teachers have struggled with how to best maximize and protect this planning time and often find common planning time reduced or eliminated to focus on other school-related tasks. For the past 25 years, numerous studies have focused on the impact of an interdisciplinary team organizational structure coupled with common planning time. The research primarily focused on the benefits to both students and teachers. In exploring the impact on students and teachers, research revealed that interdisciplinary teams with common planning time provided a greater opportunity for students to be better known by their teachers (Lipsitz, 1984), Led to higher overall self-concepts, increased self-esteem, and more positive perceptions of school climate (Mertens, Flowers, & Mulhall, 1998; Warren & Muth, 1995). Reported higher levels of job satisfaction (Flowers et al., 1999). Experienced more positive interaction with their co teachers (Flowers, Mertens, & Mulhall, 2000; Lipsitz; Warren & Payne, 1997). • Teachers need two types of planning time, Merritt (2017) believes: (a) Individual time every day to prepare materials for upcoming lessons, assess student work, and communicate with specialists and parents about their students; and (b) common planning time once or twice a week with same-grade/same-subject colleagues to plan, implement, reflect on, and modify instruction. Larry Felazo (2018) in his article cited that four researchers – Ilana Seidel Horn et.al from Sacramento spent considerable time observing and videotaping these teacher meetings and wrote “Collective interpretation” was the least observed category, but the researchers felt that it was, in fact, the most beneficial for teacher and student learning. an insightful analysis

### III. RESEARCH METHODOLOGY

The sample of the study comprised of 90 Teachers from various colleges (Males=55 and Females= 35) randomly drawn from different schools /colleges (10+2) in the city of Hyderabad. Their age ranged from 28-55 years and their experience ranged from 1-22 years.

The study is a mix of descriptive and exploratory research design. Survey method was used for collecting the data from the respondents. Researcher designed survey questionnaire was used to collect data from teachers.

The quantitative data from the questionnaire survey was analysed using simple descriptive techniques such as frequencies and percentages whereas the qualitative data for the open-ended questions were analysed by coding and categorizing into emerging themes.

### IV. ANALYSIS

**TABLE 1: DEMOGRAPHICS OF THE PARTICIPANTS**

	Independent variable	Frequency
GENDER	MALE	55
	FEMALE	35
AGE	28 – 35 years	25
	36- 45 years	32
	46 – 60 years	33
STATUS	ADMINISTRATORS	0
	TEACHERS	90
AREA OF SPECIALIZATION	SCIENCES	65
	COMMERCE	14
	ARTS & LANGUAGES	11
LENGTH OF SERVICE	1- 5 years	13
	5- 15 years	36
	16 – 25 years	41

**TABLE 2: TEACHER RESPONSES TO VARIOUS PARAMETERS RELATING TO PLANNING TIME**

S. No.	Parameter	SD	D	A	SA
1	I have enough planning time at school for my lesson	34	21	11	24
2	I have autonomy in arranging my lessons	32	22	10	25
3	Proper Planning time ensures that I deliver my lecture better	0	11	42	37
4	Through planning time, I can save that time at home	4	3	18	65
5	Collaborative planning helps me better in gaining professional respect	13	9	45	23
6	My administrators support planning time	4	7	43	36
7	Planning time improves my student performance	3	18	43	26
8	Common planning time is needed apart from individual planning time	13	21	43	13
9	My planning time will be used by other school activities like attending to behavioural issues, parental conferences etc.	9	7	51	13
10	Large class sizes hinder my planning time	12	13	34	31

**TABLE 3: STATISTICAL DATA FOR OBSERVATIONS**

S. No.	Parameter	Mean	Standard deviation	Variance
1	I have enough planning time at school for my lesson	2.27	0.06	0.003
2	I have autonomy in arranging my lessons	2.29	0.06	0.003
3	Proper Planning time ensures that I deliver my lecture better	3.29	0.08	0.06
4	Through planning time, I can save that time at home	3.60	0.10	0.01
5	Collaborative planning helps me better in gaining professional respect	2.36	0.06	0.003
6	My administrators support planning time	3.23	0.08	0.06
7	Planning time improves my student performance	3.02	0.07	0.004
8	Common planning time is needed apart from individual planning time	2.62	0.06	0.003
9	My planning time will be used by other school activities like attending to behavioural issues, parental conferences etc.	2.53	0.06	0.003
10	Large class sizes hinder my planning time	2.93	0.06	0.003

## V. RESULTS AND DISCUSSION

In a short discussion, it is understood that many teachers working in 10 +2 colleges do not have planning time at all while few teachers working in some private schools enjoyed relatively low planning time. But that time was utilized for some school activities. Many teachers in 10+2 private colleges teacher for 8 -10 hrs a day without even a single planning period. This definitely creates an imbalance in their teaching pattern through the day and cause more stress which reflect in student performance. With a mean of 2.27, it can be understood from the present study that we received a mixed response to this variable. Many teachers expressed that they plan lessons at home and lose their family time. Spending every night on planning and marking often make teachers dissatisfied and they feel this is what's expected of them and thus may quit eh profession. The school management need to recognise these factors and control the amount of time given for planning to teachers.

Many countries with higher-performing students give teachers more planning time within their school hours. IN USA, a teacher often gets about 1.5 hr a day per 8 hours of school day. In India, the Government School teachers may enjoy this kind of planning time but the private schools do not offer this. Also, the study sample of the present study, which is mostly 10+2 college teachers do not enjoy at least a small quotient of it. The managements expect that the teachers do their planning at home and utilize the school time to deliver lectures

In a study conducted on teachers from Wisconsin listed more planning time as their top choice during school to keep them satisfied in their (Wood Commu- nications Group, 2014, p. 19). Similar results were obtained by a study conducted

by Rentzer, 2016. Teachers also have listed lack of planning time as a reason for teacher attrition and as a critical component to successful implementation of curricular reforms or evidence-based practices (McGoey et al., 2014; Provasnik & Dorman, 2005). Noor Abdu (2018) in his study conducted on teachers of Tanzania investigated the influence of teacher's job satisfaction and commitment. Teachers were believed to influence the current practice of school performance in many ways and researchers were interested in examining their motivational aspects that influence job performance in urban public schools. It is crucial for the teachers to be satisfied with their jobs in order to perform their job duties up to the required standards. On a study conducted on teachers in schools of India Radhika Kapur (2018) observed that the main areas include, factors influencing the performance of teachers, factors influencing the job satisfaction of teachers, professionalism within teachers, efficaciousness within teachers, planning time, cooperation with supervisors, performance appraisal methods, effects of performance appraisal methods and qualities of the teachers. Zafrullah (2017) in their research on school educators found that for teacher educators, heads of universities, other faculties, are a reliable resource for understanding to improve their time management skills to increase job satisfaction and motivation and make their professional and personal lives more meaningful

School managements must ensure that teachers must be given two types of planning time. Individual planning time to focus on their own class rooms, and their own students and their work schedules and common planning time with teachers teaching the same grade level or subject to discuss in common the student needs, lab material requirement, common exam schedules and content planning, reviewing student performance and also to discuss school expectations and goals. Typically, a common planning may take once in two weeks or depending upon the school student number. Common planning time enables teachers to discuss and collaborate as well cooperate on important decision making about instruction, assessment and expected achievements. Many countries have adopted to this kind of approach of having two planning types in their schedules. Schools in Shanghai have higher planning time than teachers of USA (Kraemer, 2016). They meet periodically and use that common planning time in designing, enacting and reflecting on lesson ideas and formats. In a study done (Ali Jamali Nesari 2014) on English teachers' views concerning lesson planning time at secondary high schools and institutions of Iran revealed that due to the importance of lesson planning time, holding specialized workshops may provide information for developing better course plans and improve job productivity.

Eileen Merritt of Arizona State University (2017), in her study on primary school teachers found that most teacher sin the questionnaire put planning time at the top of their Wishlist, ranking it higher than increased pay, student behaviour and stress. She opined that, instead of implementing costly interventions that yield minimal results in schools, the school managements must pay attention to the requests from teachers about how to support them in their daily work They need more time to identify problems they see in their schools or classrooms and work individually and collectively in groups to arrive at the solutions.” According to Colin Harris (2017), a retired Head master has written in his column as ‘Too often teachers spend every night planning lessons into the early hours. This must stop’. As per him, planning must make the task of teaching and pupils learning easier.

In collaborative planning, teachers are open to new ideas and suggestions about their lessons and assessment. This type of planning will definitely help new teachers to gain knowledge form senior teachers. All teachers begin to recognise each person's contribution in their overall personal as well school development. A key factor which enhances in this type of planning is mutual professional respect.

Many teachers in the present study expressed that their administrators support planning time and encourage them. During planning time, the teachers may have effective conversations with students about their academic progress, also talk about social emotional development. Discuss latest pedagogical practices and standards with administrators. These points might appear trivial but in current school system and rising parental expectations, tighter schedules we need to trade effectiveness in one component to another. Thus, school's systems must try to have a balance among these.

Larry Felazo (2018) in his article cited that four researchers – Ilana Seidel Horn et.al from Sacramento spent considerable time observing and videotaping these teacher meetings and wrote “Collective interpretation” was the least observed category, but the researchers felt that it was, in fact, the most beneficial for teacher and student learning. Rentner et.al (2016) in a study on teachers at Washington observed that larger group of teachers ranked more planning time during the school day as the most important factor that would help them with their teaching. Teachers also have

listed lack of planning time as a reason for leaving the profession and as a barrier to successful implementation of curricular reforms or evidence-based practices (McGoey et al., 2014;).

Teachers could become more effective with their students if they had more time outside of class for planning instruction and grading student work (Jose Vilson, 2015). The teachers can use their planning time in many ways to improve student performance. They may review student progress, meet with colleagues to map out instructional units as well strategies, plan field trip, learn new ways of technological advancement or talk with school psychologist to overcome their stress etc. This planning time can definitely improve the job satisfaction among the teachers. School managements, teachers and the policy makers need to research about systematic application of planning time and adopt evidence-based practices.

There are not many studies in schools of Hyderabad to provide enough information to the education authorities to provide changes in policies. More research would help us learn if there might be a solution that optimizes teacher productivity and job satisfaction. Education authorities should co relate with schools, researchers and gather data on teacher planning time and consider it as one of many factors that influence outcomes authorities.

## VI. CONCLUSION

Instead of spending more money on the implementation of expensive platforms for teachers that yield very minimal or nil results in schools, the school managements must ensure that they support teachers in their daily work As all educators are sincere, dedicated, wise, and thoughtful change agents, they need more time to identify challenges in their schools as perceived by them and work individually and also in teams to find effective The school managements especially private schools offering 10+2 education must collect data regarding planning time and explore the relations between planning time and student achievement as well teacher's job satisfaction and must incorporate it into their philosophy. The schools can create a common planning website as an additional support tool which can outline lesson plan, assignments, and any other resources which can be shared among teachers. A discussion forum thread which consist of all the teachers can be incorporated so as to encourage fruitful academic discussions. All ideas suggested may not be viable for all school settings but can be used as tips for further discussion.

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