

Introduction to the study

The development of the educational process is a necessity for the advancement and progress of the human life as it leads to the progress of nations, and peoples , but this requires good management and the availability of track to be completed . This is because the educational process includes in addition to the education systems , methods and structure of how to manage it and the principles upon which this administration based. If the development of the educational process and its success depends on providing the right track to complete its path , this path depends on a set of forces and factors, including classroom management , time management , Since classroom management is one of the important and major factors in fulling the advancement of both processes of teaching and learning.It is also the way paved for the success of the educational process as it involves adjusting the path to the learning process and refining the student's behavior and achieving the educational goals.

If classroom management is defined as the ability of the teacher to manage both the time and the space, resources and the student's behavior to create a climate conducive to teaching and learning, the entrance of time management can contribute to the activation of classroom management, which is considered a microcosm of the General Secondary school which its success as an educational organization depends up on achieving its goals of teaching and community service - a good investment of time by both the existing manpower and the optimal investment in order to achieve these goals with minimal effort ,time and possible cost. So, we can say that time is a primary challenge confronts the teacher in his classroom administration described as well as the student representative in the exploitation of all of them for this supplier decisive and in besieged factors responsible for losing it .It is the rarest supplier and the most expensive, and the only item available for all equally. In this case, it is a challenge between all.

Problem of the study

The problem of the study can be determine in the following main question :

How can the effectiveness of classroom management at General Secondary Stage schools in Egypt be increased in the light of the time management Approach?

This main question is leads to the following secondary questions :

- 1 - What is the conceptual framework for the management of the time?
- 2 - What is classroom management and its elements , patterns , stages and the most important obstacles facing it?
- 3 - What is the time management in the classroom of the general secondary stage schools in Egypt ?
- 4 - What is the reality of time management in the classroom of the general secondary stage school from the standpoint of the sample ?
- 5 - What is the perception proposed to activate classroom management in the school of general secondary stage in Egypt in the light of the time management Approach?

Importance of the study

The importance of the study lies in :

- Highlighting the importance of time classroom management for teachers and General Secondary school students as this stage has an utmost importance for students in the near term and for society in the long run .
- Trying to identify some of the factors wasting time classes , whether related to school administration , the teacher or the students ,the physical environment. And also providing some of the solutions proposed to address these factors in order to manage time effectively in the classroom .
- This study is considered to be of great importance for the managers of secondary schools and those responsible for the preparation and training of secondary school teachers , research centers, educational specialist and the Ministry of Education and researchers in the field of school administration and classroom as it considers the subject of time management

in the classroom and the most important wastes of it and how to address them .

Objectives of the study

The present study aimed at:

1 - recognizing the concept of time management ,its objectives , its characteristics and wastes of it.

2 – recognizing the concept of classroom management ,its patterns, and its most important success factors and the obstacles faces it.

3 – recognizing the time classroom management in the general secondary stage schools in Egypt.

4 – recognizing the reality of time management in the classroom schools general secondary education stage in Egypt, from the standpoint of the sample. .

5 – conceiving a proposal to activate classroom management at general secondary stage schools in Egypt in light of the time management Approach.

Study methodology and tools

The study adopts The Analytical Descriptive Approach for its appropriateness to the nature of this study. Also adopts in its framework of the field on two questionnaires that have been designed in order to recognize the reality of the occurrence of factors that waste time classes and propose solutions to address them from the point of view of the sample, where one of the questionnaires was for teachers and the other is for students .

The limits of the study

The theoretical framework of the current study was limited on time management and classroom management and the reality of time management classes phase of general secondary education in Egypt. The field study was limited to recognize the reality of the occurrence factors wasting time classes of general secondary education stage in Egypt and proposed solutions to address them from the perspective of a sample of teachers and students in three grades of general secondary education stage.The application of the study tool was limited only on a sample of schools in the three provinces

that are (Port Said - Fayoum - Assiut) in the period from December to February for the academic year 2013/2014 AD.

The study terms

Effectiveness:

The ability to achieve good performance and good results without wasting resources , effort and time using minimal resources and at the lowest cost.

Classroom Management

- A set of multiple behavioral patterns used by the teacher in order to provide an appropriate learning environment and to preserve the continuity so that it could achieve the desired educational goals and strengthen the cooperation between students and their participation in the tasks performed in the classroom in order to improve educational services and address the problems which could face the teacher efficiently and effectively and to increase interactions between him and the students to maintain the enthusiasm and employ modern educational ideas in the classroom.

Time Management

Individual skill in the use of optimal use of time to accomplish the tasks required of it in a timely fashion.

As for time management in the educational process refers to the process of effective use of the time of the institution to accomplish the required tasks on time using the various administrative processes in order to avoid wasting time in the educational process.

Steps of the study:

The study Was conducted according to the following steps:

Chapter One: the general framework of the study, that includes: the problem of the study, the objectives of the study, the importance of the study, the methodology of the study, study tools, the terms of the study, previous studies, and finally the steps of the study.

Chapter II: the conceptual framework of time management that includes three axes, namely: what is time? what is time management factors? and wasting time.

Chapter III: classroom management that includes three axes, namely: the conceptual framework of classroom management, the role of the director ,the teacher and the student in classroom management.

Chapter IV: The time management at general secondary stage schools in Egypt that includes three axes, namely: general secondary education in Egypt, specialties manage public high school in Egypt and time management at general secondary stage schools in Egyp

Chapter V: field study and analysis of the results and their interpretation.

Chapter VI: The proposed Visualization to activate classroom management at general secondary stage schools in Egypt in light of the time management Approach.

Results of the study

The study found the multiplicity of factors wasting time classes (at the time of the educational process) dogging Schools stage general secondary education in Egypt , whether they are related to school administration or the teachers or students or the physical environment of the season. This was agreed from the side of the members of the two categories of the sample of teachers and students . Doubtly this expresses the imbalance in the functioning of the educational process and how it does not achieve the goals of the school as an educational institution as required . A suggested proposal has been built in the light of the steps of the methodology and objectives of the research. This proposal activates classroom management schools of secondary education in the light of the public entrance to time management .

Among the most important factors of wasting time classes of the study are:

- The weakness of the commitment of students with controls that determine their relationships with teachers and determine their behavior .
- The spread of the phenomenon of private lessons .
- Some teachers are assigned to achieve administrative matters during quotas.

- Surprise visits for teachers during the class time by the manager or parents.
- The weakness of giving attention from school administration to follow up cases of the absence of the students or teachers to attend some classes , and being soft during the application of the penalt.
- Lax management of the school with students or negligent rioters during quotas.
- Assigning backup quotas to teachers in non- core portion devoted teacher .
- Lack of course schedule for the proper distribution for quotas activities and subjects during the school day , in addition to the frequent change of the table during the semester .
- Openings movements for teachers during the school year .
- Scarcity of follow-up classes for teachers .
- Decreasing the capacity of some teachers to plan for the management of the classroom time .
- Some teachers preoccupation talks with colleagues during the classroom.
- Fill the quota side subjects that have nothing to do with teaching the students.
- Repeating the stop of explanation from the side of the teacher in order to adjust the discipline in the classroom .
- The use of the teacher 's mobile phone during class .
- Bad preparation from the side of some teachers to the lessons they teach .
- The absence of some of the teachers from the school.
- Frequent teaching load among some teachers .
- Decreasing the capacity of some teachers to control the behavior of the students.
- The sound of some teachers is not clear , which requires re-annotation
- The weakness of the ability of some teachers to the subject they teach.
- Delayed some teachers for attendance at the beginning time of the classroom .

- Some teachers are lazy to explain during class and provide their tutoring lesson .
- The occurrence of fights and behavioral problems among students , some of them happen inside and others outside the classroom .
- Lack of commitment by students to bring books and needed school supplies
- Frequent permission for students to exit from the classroom .
- Delays in the presence of some of the students at the beginning of the classroom .
- Complacency of some students to attend the full school day .
- Frequent intrusion from some of the students to the teacher , or inciting chaos during the explanation of the lesson .
- The presence of sources nuisance that cause inside and outside the school.
- Increasing the intensity of classrooms in most schools .
- Lighting and ventilation is not appropriate in some seasons.
- The presence of the seats that are inadequate or uncomfortable to the student in some classroom .

With regard to the proposed perception that has included some of the proposals that have been categorized under four main dimensions namely dimension of school administration , dimension of the teacher , students dimension , dimension of physical environment