



Janaprakash Journal of Multidisciplinary Research

Vol. 1, December 2023, pp. 57-70

ISSN 3021-9892 (Print)

Journal homepage: <http://janaprakash.edu.np/Home/JournalsArticles>

Use of Time Consumption Form to Enhance Quality Education

Gopi Raj Adhikari

PhD Scholar, Lecturer, Janaprakash Multiple Campus, Pokhara

Corresponding Author's Email: gopirajadhikari@gmail.com

Abstract

Received: October, 2023

Revised: November, 2023

Accepted: December, 2023



Copyright: ©2023

The authors and the Publisher

In this modern age, the learners want practicable knowledge to adapt to the fast pace of technological modernization. This research has dealt the very concept of application of Time Consumption Form (TCF) in teaching learning program. It develops facilitators' and learners' awareness enhancing sustainable education exploring their ability and strengthening confidence for their all-round development.

The qualitative research has been designed with the questionnaire accessing 50 respondents. The core area of the research is Janaprakash Secondary School of Pokhara-29. Primary data were collected and a body of knowledge was literature for this research, different. Different 15 questions were developed for the research. For the validity 10 secondary level experienced teachers were selected for the responses. The results show that the TCF is applicable to enhance the sustainable development of the new era through education. The study concludes that an application of TCF in teaching learning activities enhances the competence of the learners.

Keywords: Sustainable education, Time consumption, project based learning, technology, classroom management

Introduction

Education is to build the personality. The learners need to be engaged into the real life activities through learning by doing technique, according to their interest and their abilities. The learners can only get through all-round development when the students get the opportunity of working by themselves. Educational project works seek to manage the students to understand their problems themselves. The person who moves with time gets the wish fulfilled. Teaching

learning activities go with time simultaneously. It is pivotal course of disciples to way out the path of viable learning by getting oneself busy in learning by doing. Time is a resource that affects all aspects of human endeavors and it is the most precious thing (Kayode and Ayodelo, 2015). It is a factor that affects all stakeholders: students, teachers, administrations, supervisors in the educational sectors. As a leader of the classroom the teachers must manage the time properly for better achievement. Teachers' time management is an important input to students' academic performance (Kayode and Ayodelo, 2015). Gerald (2002) asserted that time management can improve efficiency, effectiveness and eliminate stress. So, the teachers need to be very careful for the proper time management. Time planning enables a teacher to plan ahead (Gerald, 2002) as time is a leading factor for the all-round development of the teacher.

The quality of teaching learning activities depends upon the allocation of time and its practices. When the facilitators pass more time with the learners, it ensures better results. Likewise, the learners need to be involved in project works and facilitators keep the acute eyes upon their projects in allocating sufficient time. Different project works help the learners develop their creativity. Project work is the work which focuses on completing a task being involved themselves. Project work normally involves a lot of resources- time, people, effort, devotion and materials. It helps to develop the creativity of the students and make the learners do themselves.

It is occasional teachers are blamed that they do not consume the allocated time properly. Time consumption in the classroom activities helps for proper instruction as well as healthy interaction between facilitators and learners. The monitoring system is not being effective in most of the schools. Monitoring by the students' representatives for time consumption will be fruitful with constructive discussion among guardians, students and facilitators. Increment in time consumption for instruction and activities in school is a central element in the attempts to improve student learning. In most of the schools in the country, the time consumption in teaching learning activities is less.

Time consumption plays a vital role to make the learners engage in their activities. How much time teachers spend on various activities throughout their day and how much of teachers' time is consumed by non-teaching activities and unproductive interruptions makes the differences in quality education (McShane, 2022). Project Based Learning (PBL) is a methodology that provides many creative alternatives for both teachers and students. Teachers create an attractive atmosphere for teaching and sharing ideas with other colleagues for

improving their projects, and allow improving their teaching strategies (Garcia, 2022). In the process time allocation to the classroom is significant. Incorporating project based learning both teachers and students become innovative.

Project work is the work to be completed within the framework of time boundary, though time can be extended according to necessity. Students, involving themselves in the project work, can learn better and it will be sustainable. The students will learn words and grammar in class and do exercises after class to consolidate (Gav, 2019). Such exercises make their learning permanent. Gav (2019) further opines that students have gained a lot of knowledge, however, they are disappointed in the practice process. It is because they are not involved in project work engaging themselves in the work with passing the time to be engaged in the projects themselves, so, they are unable to develop the self-confidence. Thus, combined with information technology and auxiliary teaching aids (Gav, 2019) is a must in teaching learning activities. He further states that the book offers a virtual fieldtrip in which readers are introduced to the issues.

Time is a precious and so important thing as well as opportunity to do something new. It is the time which makes, changes, creates, decorates, maintains, develops, strengthens, and successes the present and secures the future (Sahito, 2016). Time waits for no one. Wasting time is the waste of property and taking oneself back in the process of learning. Applying time for study evolve innovative thought. Therefore, good teachers engage their students in the project more time and teachers use their classroom time properly. Innovative thinking and innovative ability are the basic qualities that college students must possess (Gav, 2019). Therefore, guidance is usually provided by the teacher, either in the form of a list of questions or a peer response from outlining the aspects on which feedback should be provided (Liu & Hansen, 2002). Without allocating sufficient time, project based learning does not lead students pace according to their own ability and develop gradually. They become constructive setting their goals with the collaboration of their colleagues contextually.

The personality builds up when the practitioners pass through the application of knowledge, developing the competence in real life, transferring into the job. Project Based Learning with plenty of time is a methodology that offers a broad range of alternatives for both teachers and students (Pacheco, 2022). Projects are time consuming factor and according to Newell (2003), "Projects changes the role of the teacher from lecturer and director of instruction to that of resource provider and participant in the learning activities and from expert to advisor or facilitator" (p.5). Transferring the knowledge into the real life situation qualifies the learners

to deal with the facets of problems. In recent years, student-centered learning has undergone significant changes influenced by the introduction of the competency-based approach to the digital learning environment (Abdigapbarova & Zhiyenbayeva, 2023) that is necessary to move with time. Educational activity is a lifelong process, however, receiving institutional education may structure with age and time pattern. The foundation of institutional education is based on school education. Education is the transmission of civilizations (Naziev, 2017) and transmission of life is long run way passing through time.

In Nepal, school education has passed through a formality. It is just a technical pass way of academic sessions without scientific technology and real life experiences. Teachers, students and guardians are not satisfied with the present system of education but the proper heed is under the shadow of traditional concept and ongoing pedagogical teaching. The modern teachers need to deal the students carefully developing their ability with interests; therefore, teachers need to use more time with the students. Abdigapbarova & Zhlyenbayava, (2023) state that the interests and needs determine the methodological, organizational, and technological changes aimed to promote personalized learning. The teachers have to study learners' interests and ability to apply technology to enhance their development. Interactive learning can help students access information at any time and place to improve their learning, increase academic achievements and influence motivation (Diacopoulos & Crompton, 2020). Therefore, it is necessary to have interactive class to make permanent transfer onto the students involving them different works. They further explain it means that the communicative intelligence, culture, and value orientations of the sample depend on the degree of student-oriented learning, supported by the qualification of future professionals and interactive changes in education. Thus, thinking the significance of communicative intelligence, culture and value orientation the teaching learning activities depend on.

Education projects are developed because we want participants to gain specific knowledge and skills (National Oceanic and Atmospheric Administration US Department of Commerce, 2009) therefore project work is the major key to enhance the quality education, rather than loading the bulky theoretical matters on their growing heads. This process of creating new knowledge allows students to test and achieve their ideas in the way they want, which promotes their innovation competence. Thus, we believe it is necessary to encourage teachers in higher education to adopt project-based learning (Guo, et al., 2020). Therefore, projects based learning approach promotes the students and teachers to promote their competence.

Regarding the studies that education is to build up experiences to lead the learners on

the long way in life, it is well noted given literatures have explained the significant role of projects in learning but there is necessity to explore how project is apt in school level studies effectively, and the paper aims to get through it consuming time. This research was developed to change the current lecturing system to project works teaching approach with sufficient time consumption, getting the primary field of research in the school education so that it might be example for the other different educational institutes.

Principle of teaching is to make the learners be able to move with the time and create self-dependency for their better future but the graduates are not being able to develop their competency to deal with the group of people, to have better communication verbally: written and spoken. Getting degree has not developed their confidence on their daily work. The case might be because of lack of dealing project based learning approach consuming sufficient time in the teaching learning activities. The learners feel hesitation to own the responsibilities when they are not dealt with sufficient practices in the classrooms in the presence of teachers and teachers feel rush to hold and to accomplish different projects. It deteriorates the quality of education.

Doubtlessly, self-study is important but teachers are the promoters and they need sufficient time to inspire, motivate and promote their studies. It is also the necessity to make students run on the proper way with regular observation. As having discussion with experienced teachers, it is noted that students are becoming bookish fellow con not develop the soft and hard skills without getting themselves involved in project works. The curriculum has allocated one-hour teaching in each class but it is found that only 45 minutes is allocated as teaching hour in a period and some of the teachers are not using that time in the classes.

Such environment of engaging oneself in the project work is not found in the school level teaching and learning environment. The text books are being recited, some bullet points are being mugged up and the education has been exam orientated rather than being competency base. Technology Enhanced Learning (TEL) as a research field is necessary interdisciplinary, because it brings together two research fields, technology and education (Laurillard, 2007). Therefore, it is a must that the school, school management committee, teacher parent association should alter the pedagogy of teaching learning process. In order to engage the students in project work, if necessary, the thickness of contents needs to be shortened.

Thus, it is a real problem of schools that they are not developing the confidence of learners by only teaching text books but they need to have the plan of awarding project works to the students and engage them in learning by doing. The teachers need to be very eager to

apply the project works in their classes but it is scarce in present condition.

This paper incorporates time consumption with project works in school education to enhance the quality of education. Thus, it tries to erupt out the justified answer of the following questions:

- Why is time consumption important for enhancing quality education?
- How does time consumption by teachers enhance the schools for quality education?

School level education is sensitive education as it deals with developing and growing children physically, mentally, socially and psychologically. Thus, the research work deepens with their close observation. In this regards, the objectives of the study are as the followings:

- To explore the importance of application of time consumption form in teaching learning activities and to analyze the responses of respondents based on questionnaire developed for getting the information about application of application of time consumption form in teaching learning activities comparing the baseline and end line.
- To get the differences of outcomes of application of time consumption form and traditional lecturing methods of teaching in the school education.

Methods of data collection

Time consumption in the classroom enhances the better understanding which leads for sustainable development by creating awareness to learning by doing, a learner assembles an empirical knowledge. This research intends to deal with new approach of teaching learning activities based on learning by doing that creates permanence in concept development, and it assists throughout longtime. Regular and time consuming practice develops insights positively to make the life productive on the any field. Therefore, it makes the learners self-dependent.

The purpose of this research is to explore how time consumption helps the learners for their all-round development. Applying close ending questions, the research tries to find out the views of teaching facilitators and learners on importance of time consumption. As there is a problem in traditional teaching learning process through lecturing method where students just go on listening and try to recall the major points, it is a must to change such uninteresting teaching method to interesting project work based innovative pedagogy where students become innovative.

This research was conducted with quantitative approach, applying the questionnaire form among 50 teachers and students. Before developing the questionnaire, epistemologically it was observed that the students are not well aware on the concept on any subject matter.

Application of project works in teaching learning process strengthens the practical learning to develop the concept and apply the learning in real life situation. It is learner centered method that creates the foundation of innovative thought for sustainability throughout the life. The study tried to find out what the consequences of application of project work for classroom are, and how it develops the innovative thoughts in learning process. The study explored the condition and its impact on the learning, collecting primary and secondary data. It studied quantitatively, analyzing the raw data collected from the classroom. Hence, research launched the different project works to the students to perform in the classroom.

The exploratory research design helped to investigate such problem to provide scientific conclusive results. The study tried to find out whether traditional pedagogy in teaching learning process is not leading the learners on their proper way and use of project works might be an innovating pedagogy for sustainable development in education. The researcher found out the real grounded situation, observing the school classroom teaching process and a change because of application of new innovative project. Undoubtedly, the problem in the classroom was at preliminary stage and solution might be possible with little effort. Thus, exploratory research was helpful as a research design.

This study was held on quantitative research method as it collected data from primary sources like field survey, using questionnaires survey technique. Questionnaire form was developed for survey and printed questionnaires were distributed to collect data. The study was conducted school at Janaprakash Secondary School using and its teachers and students.

The data were processed quantitatively using excel application. On the other hand, the secondary sources were also applied to get better support for the study. The uploaded version of curriculum development was supportive for the study. The effect of project work and increment in marking value or quality education was compared in a correlational way.

Data were analyzed, using descriptive statistics method. The students were given the project works of different functions of English communication and were asked to perform their activities individually and collectively according to the project. They were instructed to perform the real conversation with the teachers having interviews and conducting quiz contest by themselves and the video records were made. As this the students were given the projects in addition to their regular classes.

Under exploratory research design, data for the research were collected using questionnaire forms. Ten teachers and 40 students were requested to fill up the Likert-scale forms with 1= strongly agreed, 2= agreed, 3= neutral, 4= disagreed, and 5= strongly disagreed.

Three demographic questions were included about profession, age and sex. The total number of respondents was 50. Out of them 10 were teachers and 40 were students. Among the ten teachers 9 were males and 1 was female. Among the 40 students, 23 were females and 17 were males. The range of the respondents' age was from 15 to 55. There were 46 teachers in Janaprakash Secondary School and 10 were selected for the response. The counting of respondents among teachers was 21 percentages. There were 275 students in classes 10 and 12 and the counting of respondents among students was 14.5 percentages.

The research might have reached to wide space concerning large number of respondents, but it was made limited within a school as it has represented of common practitioners. The research was conducted within short span of time of a week in the month of January 2023. However, the data were collected from close observation and have provided authentic data for analysis. Data were analyzed manually.

Result and Discussion

The survey forms consist 15 Likert scale variables and the survey data is presented.

Table 1 Data of responses of respondents to 15 questions.

Table 1

Perception of the respondents towards “the use of time consumption form in classrooms to enhance quality education”

Statements	Sum	Average
1 Time consumption in the class engages students more time for teaching learning environment.	90	1.8
2 Learners enjoy doing more project works when teachers consume more time	92	1.84
3 Application of time consumption form makes to get more time for study.	104	2.08
4 The results get better increment using time consumption form.	97	1.94
5 Positive relationship develops between facilitators and learners by using TCF.	104	2.08
6 Students' understanding becomes stronger when teachers consume full time in the classroom.	88	1.76
7 The benefit of reacting sharpens to the subject matter when facilitators consume full time in the classroom.	113	2.26

8	It strengthens hard and soft skills of the learners by sing full time by the facilitators.	102	2.04
9	Time consumption form promotes students keep their interest permanently in their study.	91	1.82
10	It develops their competence.	96	1.92
11	Consumption more time is to involve the learners in practicable study.	95	1.9
12	Teachers can move with plan when they intend to consume more time in the classrooms.	90	1.8
13	Professionalism of the facilitators using full time the social values truth, love, nonviolence, goodwill, tolerance and empathy develop in the classrooms.	108	2.16
14	Time consumption form may be monitoring tool of the class.	96	1.92
15	It helps the teachers to consume full time in the classrooms.	106	2.12

Source: Questionnaire survey, 2023.

Based on raw data the 15 questions related to the use of time consumption form are presented in table 1. The response to each question is summed and an average to each question is computed. From the average calculation it has been observed that the strongest perception is that students’ understanding becomes stronger when teachers consume full time in the classroom with 1.16 average score, whereas the weakest perception is observed on the benefit of reacting sharpens to the subject matter when the facilitators consume full time in the classroom with 2.26 average score (table 1). This shows that the overall perception starts from neutral and mostly fall under agree.

Table 2

Data of responses of the respondents to 15 questions.

	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7	Q 8	Q 9	Q 10	Q 11	Q 12	Q 13	Q 14	Q 15	Sum	Average
R 1	1	2	2	2	1	2	2	2	2	3	2	2	3	2	2	31	2.07
R 2	2	1	2	2	2	2	3	2	2	2	1	2	3	2	3	31	2.07
R 3	2	1	2	2	2	2	3	3	2	1	2	1	3	3	2	31	2.07
R 4	2	2	1	2	1	1	3	2	2	1	1	2	3	1	3	27	1.80
R 5	2	2	2	1	3	2	4	4	2	1	2	1	2	1	2	34	2.27
R 6	2	1	1	1	2	2	2	2	1	3	2	1	2	2	3	27	1.80
R 7	1	2	2	2	1	1	2	2	1	2	1	2	2	2	3	26	1.73
R 8	1	2	2	2	2	2	2	2	1	2	1	2	2	1	2	26	1.73

R 9	1	2	2	2	1	1	1	2	1	2	2	1	2	1	2	23	1.53
R 10	2	2	2	2	2	1	2	1	1	2	3	2	3	2	3	30	2.00
R 11	2	1	2	2	1	2	2	2	1	2	1	2	2	1	2	25	1.67
R 12	1	2	2	2	2	2	3	2	2	4	2	1	3	1	2	31	2.07
R 13	1	2	2	2	2	2	3	2	2	4	2	1	3	1	2	31	2.07
R 14	1	2	2	2	2	2	3	2	2	4	2	1	3	1	2	31	2.07
R 15	1	2	2	2	2	1	1	2	1	2	2	2	2	1	1	24	1.60
R 16	2	1	2	2	2	2	2	2	2	3	2	2	3	2	1	30	2.00
R 17	2	1	2	2	4	3	2	1	1	2	1	2	2	1	2	28	1.87
R 18	2	2	3	2	4	2	2	2	3	2	2	3	2	1	3	35	2.33
R 19	2	2	2	2	2	2	2	3	1	1	2	2	2	3	1	31	2.07
R 20	2	2	2	1	3	1	2	1	3	2	2	2	2	1	2	28	1.87
R 21	2	1	2	1	2	1	2	2	2	2	2	2	2	2	2	27	1.80
R 22	2	2	2	2	2	2	2	2	2	2	2	2	1	2	2	29	1.93
R 23	2	2	1	2	2	3	2	1	2	1	2	3	1	1	2	27	1.80
R 24	2	2	3	2	3	2	3	2	3	2	2	2	2	2	3	35	2.33
R 25	2	2	2	2	2	2	3	2	2	2	2	2	2	2	3	32	2.13
R 26	2	2	2	1	3	2	2	3	2	1	1	2	1	1	1	26	1.73
R 27	2	2	3	2	3	2	2	2	3	2	2	2	3	2	3	35	2.33
R 28	2	2	1	2	1	1	2	2	2	1	2	1	2	3	2	27	1.80
R 29	2	2	2	1	3	2	3	2	2	1	2	2	2	2	3	31	2.07
R 30	2	2	2	3	2	2	3	2	2	1	2	2	2	2	2	32	2.13
R 31	2	2	3	3	2	1	1	3	2	2	2	3	3	2	3	34	2.27
R 32	1	1	2	2	2	1	1	2	2	1	1	2	2	1	3	24	1.60
R 33	2	2	2	3	2	1	2	2	1	1	2	2	2	2	2	29	1.93
R 34	2	2	3	2	2	2	2	2	2	2	2	1	2	3	3	32	2.13
R 35	2	2	3	2	2	2	2	2	2	2	2	1	2	3	3	32	2.13
R 36	2	2	3	2	2	2	2	2	2	2	2	1	2	3	3	32	2.13
R 37	2	2	2	3	2	2	3	2	2	2	3	3	1	1	2	32	2.13
R 38	2	2	3	1	2	2	3	2	1	3	3	2	3	4	2	37	2.47
R 39	3	2	2	2	3	2	2	3	2	2	2	1	2	2	1	34	2.27
R 40	2	2	2	2	2	1	3	2	2	2	2	2	2	3	2	33	2.20
R 41	2	2	2	3	2	2	2	3	2	2	3	2	3	2	2	34	2.27
R 42	2	2	2	3	2	2	2	3	2	2	3	2	3	2	2	34	2.27
R 43	2	2	3	2	1	1	2	2	2	1	2	2	2	3	1	30	2.00
R 44	2	3	2	2	2	2	2	2	2	1	2	2	2	2	2	30	2.00
R 45	1	2	1	3	2	1	3	1	2	2	2	2	1	2	2	27	1.80
R 46	2	2	2	1	2	2	3	2	1	2	2	1	2	3	2	29	1.93
R 47	1	1	2	2	2	2	2	1	2	1	2	1	2	3	2	26	1.73
R 48	3	2	2	1	2	2	1	2	2	2	1	2	2	2	1	29	1.93

R 49	1	2	1	2	2	2	2	1	2	2	1	2	2	2	26	1.73	
R 50	2	2	3	1	2	2	3	2	1	2	2	2	1	2	1	30	2
Sum	90	92	104	97	104	88	113	102	91	96	95	90	108	96	106		
Average	2	2	2.1	2	2.1	2	2.3	2	2	1.9	1.9	1.8	2.2	1.9	2.1		

Source: Questionnaire survey, 2024.

Table 1 shows that respondents have agreed with time consumption in the class engages students more time for teaching learning environment. As shown by the raw data it shows that average value of 50 respondents remained 2, and Likert-Scale defines for average value 2 is for agreement. Among 50 respondents 12 respondents strongly agreed, 2 respondents neutrally and 36 responded for second scale in the given Likert-Scale. Hence, teachers and students have provided positive response for the inquiry. Concerning to the second question whether learners enjoy doing more project works when teachers consume more time, the average value of response is 2. That shows learners enjoy with teachers in the classroom.

Furthermore, the third inquiry concerned to get more time to keep them study more and average value is 2.1, it is near to ‘agreed’ response that means application of time consumption form make to get more time for study. The fourth statement dealt with the results increment and the average score is 2 that means respondents agreed to the inquiry.

The response of the questionnaire shows agreement for the statement of fifth inquiry. Fifth question concerns to positive relationship development between facilitators and learners, and average value for the variable is 2.1 that is near to ‘agreed’ definition in Likert-Scale. The sixth statement relates to students’ understanding becoming stronger when teachers consume full time in the classrooms, and the response for the statement is ‘agreed’ scoring 2 average value in the Likert scale. Therefore, it is analyzed that facilitators have to spend full time in the classrooms. Concerning to the benefit of reacting to the subject matter when facilitators consume full time in the classrooms, the respondents are with ‘agreed’ scale having 2.3 average value in Likert-Scale that is near to value 2 in statement number 7. Thus, it is very important of full time consumption in the classroom activities by the facilitators.

Similarly, eighth statement deals with strengthening hard and soft skills of the learners by sing full time by the facilitators the respondents responded with average value is 2 that shows the respondents agreed to the given statement. Soft skills are to develop the presentation and hard skills are acquired competence. Personality develops when the hard skills expose with better soft skills, and respondents respond for agreement means projects works make the skills applicable in the entire life.

Following statement number 9, more time consumption promotes students keep their interest permanently in their study, the average value is 2, it signifies that respondents agreed the given statement. Analogously, in statement number 10, the average value is 1.9 that is adjoining to 'agreed' as a response. The statement is 'it develops their competence'.

Consumption more time is to involve the learners in practicable study. Respondents are highly agreed in statement number 11 having an enquiry that students will feel easy to handle the problems when they are given task being the facilitators near to them, with average value 1.9, that is near to 'agreed' response. Statement number 12 having the query that teachers can move with plan when they intend to consume more time in the classrooms, the respondents agreed with average value 1.8 as value 1 is for 'extremely agreed', this statement has the nearest value among 15 different statements. Therefore, this statement can be taken as higher agreement question among all. Statement 13 relates to professionalism of the facilitators using full time the social values truth, love, non-violence, goodwill, tolerance and empathy develop in the classrooms. With average value 2.2, near to 'agreed' in Likert scale.

Additionally, the response of the statement 'time consumption form may be monitoring tool of the class.' average value is 1.9 that is near to 'agreed' in Likert scale means respondents have an agreement to the statement. Nevertheless, the professional life develops with applying soft skills to expose the hard skills which can be promoted with constant follow up and constant follow up is possible with monitoring skill. The last question deals with creating awareness, attention to the teachers to consume full time in the classrooms, the Likert value scale falls to average 2.1 that is near to 'agreed'. Thus, the study shows full agreement to apply the time consumption form for the development of quality education.

The study explored out that time consumption form enhances the quality education though the current teaching learning activities is unable to meet the objectives of quality as learners are not being engaged in projects. The principle of teaching is to create competence in the learners so that they can be creative and can acquire life skills. To explore the issue, research has been held among the learners and facilitators using questionnaire in exploratory research design. Quantitative data were collected to explore the finding in the study.

Curriculum Development Centre has allocated 1hour for each period but most of the institutes have created 45 minutes' period for each class. The time allocation has not matched with the norms of the CDC. Within this time frame the teachers are not consuming their full time with participatory student centre teaching approach issuing different project works. The area for the study was selected on the basis of significance of the study as it directly concerns

with teaching learning activities. To make the study valid 10 teaching experts were selected who have been teaching for fifteen to thirty years. Their responses were taken and analyzed.

Conclusion

The current situation of teaching learning activities does not fulfil the demand of the modern technological learners. It is significant to lead the twenty first century students on the way of learning by doing. Application of time in teaching learning activities enhances the studies with better attention of the learners. The facilitators need to be professional, ethical on their profession. They can develop their professional career based on their capability, and it develops with PBL. Leaving the traditional lecturing method, the new project based approach needs to be applied. All the fifty respondents agreed for more time consumption to enhance more quality education.

The changes are possible when the thoughts change first. It is a must for the new generation to lead on a correct way. The new generation has to be given skills and skills develop with practices, and practices need more allocation of time. When learners are trained maintaining proper time in teaching learning activities from their learning stage in order to develop their quality and experience it certainly grows the quality education. The skills lead the learners to acquire permanent development and it develops sustainability in learning. Therefore, application of time consuming form

References

- Abdigapbarova, U., & Zhiyenbayeva, N. (2023). Organization of student-centered learning Within the professional training of a future teacher in a digital environment. *Education and Information Technologies*, 28, 647–661 <https://doi.org/10.1007/s10639-022-11159-5>.
- Almulla, M. A., (2020). The Effectiveness of the Project-Based Learning (PBL) approach as a way to engage students in learning. *Journals.sagepub.com*.1-15. <https://doi.org/10.1177/2158244020938702>.
- Diacopoulos, M. M., & Crompton, H. (2020). A systematic review of mobile learning in social studies. *Computers & Education*, 154, 103911. <https://doi.org/10.1016/j.compedu.2020.103911>
- Gav, L. (2019). Research on the Role of Situational Teaching in Second Language Teaching. *Universe Scientific Publishing*. Vol 3(2), 59-62
- Gerald, M. (2002). Negative influences of time management. Retrieved November 22, 2016

from, [http:// www.eskishore.com/tiometips52.asp](http://www.eskishore.com/tiometips52.asp).

Guo, P., Saab, N., Past, L. S., & Admiraal, W., (2020). A review of project-based learning in higher education: Student outcomes and measures. *International journal of educational research*. 102(1) 1-14. <https://doi.org/10.1018/j.ijer.2020.101586>.

McShane, M. Q., (2022). How do teachers spend their time? *Ed choice* 1-24.

Newell, R. J., (2003). *Passion for Learning: How Project-Based Learning Meets the Needs of 21st-Century Students*. Scarecrow Press. 14, 115-117.

Pacheco, S.J., (2022). *Private elementary school teachers' perception about using project based learning methodology in their EFL class*. Thesis of Master's degree, Benemerita Universidad Autonoma de Puebla.

Sahito, Z., Khawaja, M., Panhwar, U. M., Abida Siddiqui, A., & Saeed, H., (2016). Teachers' time management and the performance of students: A comparison of government and private schools of Hyderabad, Sindh, Pakistan. *World Journal of Education*, vol 6 (6) 1-9.