

Relationship Between Time Consciousness And Time Management Skills Among Teachers

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ABSTRACT

The current examination is an endeavor to explore the connection between time consciousness and time management skills among higher secondary school teachers. An example of 100 government and private helped higher secondary school teachers of the two sexes in the city of Faridabad comprised the examination test. Five point likert- scale self-created surveys were created to gauge the time consciousness and management skills of higher secondary teachers. An important and positive connection between time consciousness and activity audit, arranging, booking, control, use and assessment (measurements of time management skills) shows that time consciousness is altogether and decidedly associated with the capacity to time management of higher secondary school teachers.

Keywords

Time consciousness, management skill, higher secondary school teachers

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Introduction

Time is a valuable and significant thing, similar to the gift of the creator on the planet. It is time that makes, changes, makes, enriches, keep up, creates, fortifies and wins the present and guarantees the eventual fate of people groups and countries. Time considers extraordinary consideration and remedy for any shameless, withdrawn and inestimable function and matter. Time illuminates each hindrance and trouble of any framework and country with its mood, speed and heading. On the off chance that time is appropriately overseen as per the necessities and requests of any country's business and marvels, nobody can keep a country from creating and succeeding.

By and large terms, it tends to be said that idea management is an arranged movement pointed toward accomplishing the ideal closures. It is tied in with gauging qualities and deciding. Crude man succeeded, yet as life turned out to be increasingly unpredictable, the strategies he utilized turned out to be more refined. In the present current innovative climate, where circumstances are intricate and profoundly adaptable where numerous choice are conceivable, and where esteems change quickly, it is important to depend on contemplated approaches to accomplish results.

In time management organizing every day exercise is likewise a compelling time management technique to this end, one should isolate and characterize every one of its exercise as per there significance. It is most appropriate to deal with less significant assignments irregularly to finish significant errands. It isn't fitting to just move starting with one significant errand than onto the next. Such little undertakings required somewhat more expectation and thought so they wouldn't be reexamined in the following round (Whetten, 1995). For the main exercise, the proposal is to do them, best case scenario. The purpose behind this is sufficiently clear. This is on the grounds that the main action requires more energy and the less significant exercise require less energy or to accomplish the set objective. It's the one thing that makes compelling time management

troublesome in light of the fact that individuals should have the option to separate undertakings and give their time to the significant things they face each day. People need to comprehend that the consequences of their endeavors (exercise) are not large issues they are attempting zero in on. (Claessens et al., 2007).

Time Consciousness

The term 'consciousness' is utilized in different ways: to depict an individual or another animal as alert and delicate, to portray an individual or another animal as 'mindful' of something, and to allude to a property of mental status, as how to see, feel and think, which recognizes these status from oblivious mental status.

Time management starts with a more prominent attention to time: how long is accessible and how it is spent. Most teachers have more to do than the time they need to do it. Indeed, even the most sorted out educator lives with the information that it requires some investment to finish all assignments.

On the off chance that an educator knows about time, he can likewise make the numerous individuals who interact with him comprehend the estimation of time. The time-cognizant instructor is the individual who has need and has faith in getting their work done on time with care and premonition.

Despite the fact that consciousness is said to characterize reality, reality has an approach to methodically multiple consciousness. This is the reason the current instruction emergency requires a considerably more basic focal point, which uncovers how profoundly dug in philosophies are empowering the creation of a basically undemocratic kind of training.

Time management is the demonstration or cycle of practicing cognizant power throughout the measure of time spent on explicit exercise, particularly to expand proficiency or efficiency. Time management can be supported by an assortment of skills, apparatuses and strategies that are utilized to oversee time while finishing explicit

undertakings, activities and objectivities. This cycle envelops a wide scope of exercises including: arranging, objectives setting, appointment, time spent investigation, checking, association arranging and prioritization. At first, time management just alluded to business or work exercise, yet in the long run the term was extended to incorporate individual exercise (Qteat and Sayej 2014).

Relevance of time management to school teachers

An educator must have a serious extent of flexibility, must be appealing, have an expansive intrigue, must be incredibly mindful (exactness), smart, community, must have a significant level of dependability, be energetic, familiar, can pass judgment he should be normal, genuine, dedicated, he should be a pioneer with attractive characteristics, he should be reformist, quick, ingrain refinement, be scholarly and totally aloof. It is extremely hard to give a total rundown of the characteristics wanted in an instructor. You may need to join practically all sure descriptors; such is the high regard with which he is viewed as the ace.

The undertakings of an advanced instructor are testing. The instructor ought to be a good example for his understudies. The function of teachers is considerably all the more testing. The instructor's same number of see, is certifiably not a regular place of employment. Indeed, it is where you need to act intentionally during the day. The individual in question is required to be commendable at home, in the city, in the homeroom, outside that study hall, at gatherings, and anyplace on earth. Beside the code of good lead that the educator ought to completely absorb to himself, it must be scholastic and state-of-the-art. To be sure, one might say that it is to oneself to be an educator, it brings the indispensable advancement of an individual and the blooming of human greatness.

The educator should do his exercise in numerous jobs. The person is restricted by the "Time" factor. There is such a great amount to do, however when do it? This is the place the guideline of time management must be followed. Time management is basic for experts and directors, yet for every individual who needs to make progress, Furthermore, here, when, an instructor is relied upon to assume a multidimensional job and good example for society, shouldn't you concur that time management is absolutely critical to an educator?

Review of literature

Ngowa (2011) confirmed that all respondents unequivocally concurred that the time of the principal exercise was devoured during the congregations. Respondents likewise showed most of teachers and understudies didn't report the primary first day of the season of the term. The investigation found that most teacher and administrators confronted crisis as opposed to serious issues. Aedojo (20120) set up that compelling time management is a significant instrument for high hierarchical execution. Khan, Farooqi Khalil and Faisal (2013) found a positive connection between teacher's time management strategies and their presentation in the study hall. The investigation additionally found that

teacher's exercise arranging strategy was successful for their study hall execution because of management skills in instructor preparing projects to improve educator management and organization exercise.

Grissom, Loeb, and Mitani (2015) have contended that chiefs better time management skills assign additional time in the study hall and oversee instruction in their schools. Yet invest less energy building relational connections. Maybe because of this compromise, we find that the relationship between the chief's time management skills and the chief's abstract evaluation are blended. Khan, Khan, Ahmed, and Naseer-ud-Din (2015) demonstrated huge contrasts in chief's time management rehearses dependent fair and square and unpredictability of the school. Secondary school chiefs displayed the most elevated time management rehearses, while secondary school directors indicated the least. No huge contrasts were found in director's time management rehearses when the information was investigated dependent on school area and preparing in the region of time management. Sahito, Khawaja, Panhwar and Siddiqui (2016) stated that public school teachers don't know about the great arranging framework for their talks/address and don't have a favourable climate in an organization. Tahir, Ishfaq and Khan (2017) found that most of teachers (62.7%) utilized time management procedures practically speaking. Moreover, it was discovered that: male teachers that female teacher's metropolitan teachers were better than country school teachers; science teachers were better than workmanship teacher; and state funded school teacher ere better than non-public school teachers on CTMS study hall time management procedures. Chukwuji, Oshun, Okeke and Agu (2018) prescribed schools to participate in proceeding with training projects to guarantee the constant improvement of teacher's skills to empower them to expand their profitability. Lualhati (2019) indicated that respondents work on arranging, objective setting, task prioritization, administrative work management and blackout management and extreme desk work and detailing is a typical test. Tended to by employees in their time management, this investigation offered guidance that can altogether add to your prosperity as a teacher and personally.

Need for the study

Time has become a steady wellspring of concern and available resources of dealing with this sunk resource have gotten critical to teacher today. Thusly, the issue isn't the time, however how your restricted offer is utilized. Absence of time is, consequently, a fantasy which is commonly because of exercise in futility, for example, helpless correspondence network, adapting to mishaps and unforeseen circumstances, and so on.

In spite of its valuable worth and tremendous potential, teachers burn through nothing with the foolishness of time. Teachers need to adjust the requests of family and individual existence with educating assignments. Not every person is prepared to confront these diverse time prerequisites. A few teachers constantly became excessively occupied and disappointed at not having the option to do as they might want. Others are gravely sorted out and forget about what they ought to do. Subsequently, time consciousness and time

management skills assume a significant function for teachers just as advantages for understudies.

Objective of the study

1. To find the relationship between time consciousness and time management skills among teachers.

Hypothesis

1. There exists no significant relationship between time consciousness and time management skills among teachers.

Research Design

The present study “Relationship between time consciousness and time management skills among teachers” has been conducted in two phases, the first is exploratory in nature and the second is experimental.

sample

A sample of 800 Aided, Government and Private higher secondary school teachers, belonging to both sexes in the Faridabad City constituted the sample of the study.

Instrument

A similar specialist created a time consciousness poll on a five-point likert to scale to quantify the time attention to higher secondary school teachers. The time size of consciousness has 25 proclamations. The apparatus was concluded in the light of the criticism acquired through a pilot study did on around 100 teachers. Cronbach’s Alpha score (0.78) was determined with the assistance of SPSS and is above 0.7, so the apparatus was solid. To quantify the time management skills of higher secondary school teachers, a self- explained poll was made on a five point likert scale. This poll has five segments,(A) “Time and Action Review” containing 10 proclamations, (B) “Arranging” containing 11 articulation,(C)” booking” containing 10 explanation; (D) “Control” containing 11 proclamations; (E) “Utilizing” containing 8 proclamations; and (F) “Assessment” containing 9 explanations. The survey scoring was performed by allotting score (1) to Not significant (2) to marginally significant (3) to decently significant (4) to significant and (5) to significant The device was finished in the light of the input acquired through a pilot study completed on around 100 teachers. Cronbach’s Alpha score (0.86) was determined with the assistance of SPSS and is above 0.7, so the apparatus was solid.

Analysis of Data

The relationship between time consciousness and management skills (dimension-wise) of higher secondary school teachers was analyzed by applying Karl Pearson’s Product Moment Coefficient Correlation and given in following table 1.

Table 1: Relationship between time consciousness and Management skills (dimension-wise) of higher secondary school teachers.

	Time Consciousness	Dimensions of Management Skills					
		Review of Action	Planning	Scheduling	Controlling	Utilizing	Evaluation
Pearson Correlation	1	.390**	.346**	.231**	.243**	.252**	.256**
Sig. (2-tailed)		.000	.000	.000	.000	.000	.000
N	800	800	800	800	800	800	800

The table uncovers the connection between time consciousness and management skills (by size) of higher secondary school teachers. The information in the table show a critical and positive connection between time consciousness and activity audit (.390), for arranging (.231), for control (.243), for ‘use (.252) and for assessment (.256) presuming that time consciousness is altogether and decidedly corresponded with the time management skills of higher secondary teachers. In this manner, the speculation “There is no critical connection between time consciousness and time management skills among teachers” isn’t kept up. It tends to be said that the more noteworthy the familiarity with time, the more prominent the time management capacity of higher secondary school teacher and the other way around.

Conclusion And Recommendations

A huge and positive connection between time consciousness and activity audit, arranging, booking, control, use and assessment (measurements of time management skills) shows that time consciousness is altogether and decidedly corresponded with time management skills. Time of higher secondary school teachers. In this way, it very well may be reasoned that instructor time consciousness expands managements skills among higher secondary school teacher. Considering the aftereffects of this examination, It was prescribed that supplemental classes identified with the significance of time consciousness and time management skills for teachers be composed to improve time consciousness and management skills among teachers. Likewise, the school chief’s time management techniques are of most extreme significance in building up his attention on instruction management and school improvement. Courses/workshops ought to be sorted out in schools every once in a while on the significance of time management skills among teachers.

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