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TIME MANAGEMENT SKILL AMONG TEACHERS IN
RELATION TO THEIR TYPE OF SCHOOL, GENDER AND
EDUCATIONAL STREAM

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ABSTRACT

The present study is an attempt to study the time management skills among teachers in relation their type of school, gender and educational stream. A sample of 100 Aided, Government and Private higher secondary school teachers, belonging to both sexes in the Faridabad City constituted the sample of the study. A self-made questionnaire was made on five point likert scale to measure the management skills of higher secondary school teachers. The study found a significant difference in time management skill in higher secondary school teachers in relation to their gender and type of school. While no significant difference was found in time management skills among government and private school teachers.

Introduction

The significance of the quality of teachers couldn't be more important on the grounds that the quality and achievement of training framework relies upon them, whether or not they instruct in schools, schools or colleges. For sure, the quality of a country relies upon the quality of its residents, the quality of its residents, and the quality of instruction relies upon the quality of its teachers. Quality relies upon an enormous number of variables. From the

vision and initiative of the foundation chief with his group of submitted teachers, quality relies essentially upon them. An instructor must have an intensive comprehension of the most recent exchange advances and techniques. You need to continually refresh your insight, approaches and strategies.

Time management is an irreplaceable component of school association. It is the specialty of sorting out, arranging and planning time to accomplish objectives (Mohanty, 2003). Time management is a general wonder. It is a cycle that includes deciding needs and organizing undertakings. It is extremely hard to control and oversee. The vast majority imagine that time can't be constrained without anyone else. Time is certifiably not a material thing that can be effortlessly overseen instead of a man who needs to seep with its stream. The craving for all the more spare time has expanded in the course of the last four to fifty years. As per Green and Skinner (2005), "time management demonstrates a huge irregularity between singular assessments of time use and creation results."

Time Management

Felton and Sims (2009) have contended that time management is the cycle of cognizant arranging and control of time spent on explicit exercises, especially to build adequacy, effectiveness or profitability. Besides, Contrell (2013) characterizes time management "as a demonstration of shuffling different solicitations for study, public activity, occupation, family and individual interests and duties with the finitude of time." Utilizing time adequately gives the individual a "decision" to spend/oversee exercises voluntarily and accommodation.

In time management, organizing day by day exercises is additionally a compelling time management strategy. To this end, one should isolate and order every one of its exercises as per their significance. It is most appropriate to deal with less significant undertaking then onto the next. "Such little errands required somewhat more goal and thought so they wouldn't be reevaluated in the following round (Whetten, 1995)." For the most significant exercises, the recommendation is to do them, best case scenario. The explanation behind this is sufficiently clear. This is on the grounds that the most significant action requires more vitality and the less significant exercises require less vitality or to accomplish the set objectives. It's the one thing that makes powerful time management troublesome in light of the fact that individuals should have the option to separate assignments and give their time to the significant things they face each day. "People need to comprehend that the consequences of their endeavors (exercises) are not enormous issues they are attempting to zero in on (Claessens, 2007)."

Function of arranging in time management

Arranging assumes an essential part in powerful time management. An individual needs to design their day well ahead of time to utilize the time.

There is no reason for working just to take care of business. Arranging gives the individual an ability to know east from west in the association and persuades him to finish errands on time. Arranging enables an individual to realize what he needs to do desperately and what should be possible somewhat later. To more readily design things, workers ought to set up a movement plan in which exercises can be noted in the time outlines designated to every action. High-need exercises should control exercises followed by those that don't need prompt consideration. Arranging encourages you complete dire and basic assignments some time before the cutoff time. Plan how your day ought to be. Start utilizing a coordinator. It causes you plan things better. You can likewise utilize a work area schedule. Individuals who adopt an arranged strategy finish the activity on time contrasted with the individuals who simply acknowledge whatever comes their direction.

Time and execution management

A few examinations show that time management predicts work execution. For instance, vehicle sales reps with better time management abilities report higher deals (Barling et al., 1996). Understudies with better time management aptitudes report higher evaluation midpoints. Province augmentation chefs with better time management aptitudes are appraised most noteworthy by their bosses (representative local chiefs) (Radhakrishna, Yoder and Baggett, 1991).

To comprehend the relationship between time management and employment execution, the scientists explored various potential connections and all the more unmistakably, time management improves work effectiveness by permitting experts to distribute sufficient time for the most significant undertakings in their work (Hall and Hursch, 1982). This expanded spotlight on high-need work regions improves specialist execution. The desire that expanded time management builds specialist efficiency by empowering them to "work more astute" has incited far and wide interest in time management preparing in the private division (Green and Skinner, 2005).

Obviously, better time management doesn't need to prompt better employment execution in all conditions. To expand work execution it is important to participate in more profitable practices.

Pertinence of time management for school teachers

The educator possesses a significant spot in the public arena. In the Vedas it is said "Gurur Devo Bhava", which implies that Guru (instructor) is genuinely God. An ideal instructor is the exemplification of every single human quality. One of the most complete synopses of the characteristics fundamental to encouraging achievement was "An educator must have a serious extent of flexibility, must be appealing, have an expansive intrigue must be incredibly mindful (precise), insightful, synergistic, have an elevated level of dependability, be excited, familiar, can pass judgement, must be normal, genuine, dedicated, must be a pioneer with attractive characteristics,

must be reformist, quick, ingrain refinement, be scholastic and totally discretion.” It is hard to give a total rundown of the characteristics wanted in an instructor. It might be important to join practically all certain descriptors, such is the high regard with which the instructor is thought of.

The assignments of a cutting edge instructor are testing. The instructor ought to be a good example for his understudies. The part of teachers is significantly additionally testing. The educator’s activity, the same number of see, is anything but a regular place of employment. For sure, it is work where you need to act intentionally during the day. The individual is relied upon to be excellent at home, in the city, in the study hall, outside the homeroom, at gatherings, and anyplace on earth. Beside the code of good lead which the educator ought to completely absorb to himself, he should be learned and forward-thinking in scholarly issues. Surely, one might say that it is a gift to oneself to be an instructor, it carries with it the essential improvement of an individual and the blooming of human greatness.

The educators should complete his exercises in numerous jobs. The person is restricted by the “Time” factor. There is such a great amount to do, however when to do it? This is the place the guideline of time management must be followed. Time management is fundamental for experts and chiefs, however for each and every individual who needs to make progress. What’s more, 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?

Time has become a steady wellspring of concern and the available resources of dealing with this sunk resource have gotten essential to teachers today. Subsequently, the issue isn’t time, however how your restricted offer is utilized. Absence of time is, hence, a dream which is commonly because of sitting around idly, for example, a terrible correspondence framework, adapting to unexpected circumstances and circumstances, and so forth. Notwithstanding its significant worth and huge potential, teacher don’t burn through anything with the carelessness of time. teachers need to adjust the requests of family and individual existence with educating errands. Not every person is set up to confront these diverse time requests. A few teachers perpetually become excessively occupied and disappointed at not having the option to do as they wish. Others are seriously sorted out and forget about what they ought to do.

Related Literature

Peeters and Rutte (2005) affirmed that enthusiastic fatigue is the most prescient component of instructor weariness, and they affirmed it to a limited extent for the element of individual satisfaction. Babkie (2006) proposes that teachers ought to assess how awful conduct benefits understudies. Possibly the understudies are attempting to abstain from doing a specific undertaking. They may look for the consideration of their companions. On the off chance that the educator knows about why the practices may happen, they can all the more likely conclude how to deal with the circumstance. Acker Man (2007)

states that inner time management investigates the scope of encounters, from feeling overpowered and constrained to thinks that go so well that we don't know about the progression of time. Kearns and Gardiner (2007) recognized four principle practices of exceptionally successful individuals dependent on their encounters and courses in the field of time management. These incorporate arranging and organizing undertakings, lucidity of direction at work, keeping away from interferences and interruptions, and sorting out. Freigberg, Huzinec, and Templeton (2009) reasoned that despite the fact that homeroom management is viewed as one of the most significant elements affecting understudy learning, most management programs need poof to help the improvement of understudy learning understudies. Aedojo (2012) states that compelling time management is a significant instrument for high authoritative execution.

OBJECTIVES

1. To compare time management skills among government and private higher secondary school teachers.
2. To compare time management skills among male and female higher secondary school teachers.
3. To compare time management skills among arts and science higher secondary school teachers.

HYPOTHESES

1. There exists no significant difference in time management skills among government and private higher secondary school teachers.
2. There exists no significant difference in time management skills among male and female higher secondary school teachers.
3. There exists no significant difference in time management skills among arts and science higher secondary school teachers.

RESEARCH DESIGN

The study 'Time Management of 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 self-made questionnaire was made on five point likert scale to measure the management skills of higher secondary school teachers. This questionnaire has five sections, (A) "Review of time and action" containing 10 statements, (B) "Planning" containing 11 statements, (C) "Scheduling" containing 10 statements; (D) "Controlling" containing 11 statements; (E) "Utilizing"

containing 8 statements; and (F) “Evaluation” containing 9 statements. The scoring of the questionnaire was done by giving score (1) for Not important (2) for slightly important (3) for moderately important (4) for important and (5) for very important. The tool was finalized in the light of the feedback obtained through pilot study done on hundred teachers. The score of Cronbach’s Alpha (0.86) was calculated with the help of SPSS is more than 0.7, therefore the instrument was reliable.

Analysis of Data

The difference in time management skill of type of school, gender and educational stream was analysed by applying mean, standard deviation and ‘t’ test given in following tables.

Table 1: Mean, S.D.. and ‘t’ value of time management skills among higher secondary school teachers in relation to their type of school

Type of school	N	Mean	S.D.	‘t’ test
Government school teachers	50	225.74	20.894	0.648^{NS}
Private school teachers	50	228.28	18.222	

NS= Not significant

The table 1 reveals the mean difference in time management skills of higher secondary school teachers in relation to their type school. The mean score of time management of government and private school teachers are 225.74 and 228.28 respectively. The ‘t’ value comes out to be 0.648 which is insignificant concluding that there is no significant difference in time management of government and private school teachers.

Table 2: Mean, S.D.. and ‘t’ value of time management skills among higher secondary school teachers in relation to their gender

Gender	N	Mean	S.D.	‘t’ test
Male teachers	50	220.60	17.730	3.456**
Female teachers	50	233.42	19.331	

**Significant at 0.01 level

The table 2 depicts the mean difference in time management skills of higher secondary school teachers in relation to their gender. The mean score of time management of male and female teachers are 220.60 and 233.42 respectively. The ‘t’ value comes out to be 3.456 which is significant at 0.01 level concluding that there is a significant difference in time management of male and female school teachers. Female teachers were found to have good time management skills as compared to male teachers.

Table 3: Mean, S.D.. and ‘t’ value of time management skills among higher secondary school teachers in relation to their educational stream

Educational Stream	N	Mean	S.D.	‘t’ test
Science Stream	50	213.48	15.804	9.588**
Arts Stream	50	240.54	12.188	

**Significant at 0.01 level

The table 2 presents the mean difference in time management skills of higher secondary school teachers in relation to their educational stream. The mean score of time management of arts and science stream teachers are 213.48 and 240.54 respectively. The 't' value comes out to be 9.558 which is significant at 0.01 level concluding that there is a significant difference in time management of arts and science stream teachers. Science stream teachers were found to have good time management skills as compared to teachers of arts stream.

CONCLUSION

The investigation found a noteworthy contrast in time management aptitudes in upper auxiliary school teachers comparable to their sex and school type. Albeit no huge contrasts were found in time management aptitudes among public and tuition based school teachers. It was discovered that female teachers have preferred management aptitudes over male teachers, which implies that female teachers have less hindrances in dealing with their time or have better management abilities. This might be on the grounds that teachers deal with their time well both at home and in the work environment. Science teachers additionally have preferred management aptitudes over expressions teachers. This matchless quality of science teachers might be because of certain causes, science teachers might be more capable than craftsmanship teachers; science teachers can be engaged with a larger number of occupations than workmanship teachers; science teachers can be dependable to craftsmanship teachers; science teachers are likewise engaged with the viable work of understudies contrasted with craftsmanship teachers; and science teachers can be all around focused because of the idea of their troublesome subjects.

RECOMMENDATIONS

Considering the discoveries of this examination, it was prescribed to sort out supplemental classes identified with study hall management for male and expressions teachers so as to lessen sexual orientation dissimilarity and instruction in homeroom time management abilities. Furthermore, the school chief's time management procedures are absolutely critical to build up his concentration in overseeing training and following school improvement.

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