TIME CONSCIOUSNESS 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 consciousness 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 Delhi constituted the sample of the study. A self-made questionnaire was made on five point likert scale to measure the consciousness of higher secondary school teachers. The study found a significant difference in time consciousness in higher secondary school teachers in relation to their gender and type of school. While no significant difference was found in time consciousness among government and private school teachers.

Key Words: Time consciousness, Type of School, Gender, Educational Stream

Introduction

The importance of the quality of teachers cannot be overemphasized because the strength and success of an educational system depends on them whether they teach in schools, colleges or universities. Actually the quality of a nation depends on the quality of its citizens, quality of citizens depends on the quality of their education and quality of
education depends on the quality of their teachers. Quality depends on a large number of factors. It is on the vision and leadership of the head of the institutions along with his committed team of teachers that the quality mainly depends. A teacher should have thorough understanding about the latest techniques and methods of transaction. He should constantly renew his knowledge, methodology and techniques.

**Time consciousness**

Time management starts with a heightened consciousness of time – how much time is available and how it is being spent. Most teachers have more to do than time available to do it. Even the most organized teacher lives with the realization that time consciousness is needed to complete all the activities.

If a teacher is consciousness of time, he can also make the numerous other people who come into contact with him realize the value of time. The time conscious teacher is the person who has priorities and believes in doing jobs on schedule drawn up with care and foresight.

Time consciousness is an indispensable element of school organization. It is a process which involves the determination of needs and prioritization of tasks. It is very difficult to control and manage. Most people think that time cannot be control by itself. Time is not a material thing that can be easily handled rather than a man has to leech with its flow.

**Relevance of Time Consciousness to School Teachers**

The teacher occupies a very important place in society. In the Vedas it has been said “Gurur Devo Bhava” meaning Guru (teacher) is verily God. An ideal teacher is an embodiment of all human qualities. One of the most comprehensive summaries of the qualities essential to success in teaching was “A teacher should possess a high degree of adaptability, must be attractive, possess breadth in interest, must be extremely careful (accuracy), considerate, co-operative, must possess a high level of dependability, be very enthusiastic, fluent, have the ability to judge, must be healthy, honest, industrious, must be a leader with magnetic qualities, must be progressive, prompt, inculcate refinement, be scholarly and absolutely under self control.” It is very difficult to give a complete list of
qualities desired in a teacher. Almost every positive adjective may have to be incorporated; such is the high esteem with which the teacher is regarded.

The tasks of a modern teacher are challenging. The teacher has to be a role model for his/her students. The role of women teachers is even more challenging. The teacher’s job, as most of everyone perceives is not an 9 to 5 job. It is infact a job wherein he or she has to consciously act all through the day. She or he is expected to be exemplary at home, on the streets, in the classroom, out of the classroom, at get-togethers and wherever on earth it may be. Apart from the moral code of conduct which the teacher is supposed to completely assimilate in himself or herself, he or she has to be scholarly and upto date in academic matters. In fact one could say that it is a boon for oneself to be a teacher for, it brings about the all round development of an individual and the blossoming of human excellence.

The teacher is supposed to discharge his or her activities in so many roles. He or she is constrained by the factor ‘Time’. There’s so much to do but when to do? It is here that the principle of time consciousness has to be followed. Consciousness of time is essential not just for professionals and managers but for every individual who desires to achieve success. And here, when a teacher is expected to play a multi-dimensional role and pose a model to the society, shouldn’t it be agreed that consciousness of time is of utmost importance to a teacher?

Time has become a constant source of concern and the ways and means of managing this irretrievable commodity has become relevant today for teachers. Therefore time is not the problem but rather how one utilizes its limited supply. Time shortage is therefore an illusion resulting generally due to time wasters as, poor communication system, coping with unexpected incidents and situations, and so on. Inspite of its preciousness and vast potential, teachers waste nothing quite so thoughtlessly as time. Teachers must balance the demands of family and personal life with teaching duties. Not everyone is prepared to deal with those various time demands. Some teachers invariably over commit themselves and grow frustrated because they are unable to do things as well as they would like to do. Others are poorly organized and lose track of what they should be doing.
Review of Literature

Barbara (2003) emphasizes that getting organized will help in being successful. Secrets of successful people range from controlling time, delegating, setting goals and priorities, overcoming paper overload to living within a budget. Peeters and Rutte (2005) confirmed for emotional exhaustion to be the most predictive dimension of teacher burnout, and partly confirmed for the personal accomplishment dimension. Babkie (2006) suggests that teachers should evaluate how the misbehavior is benefitting the students. Perhaps the students are looking to get out of doing a particular task. Maybe they are seeking attention from their peers. If the teacher is aware of why the behaviors may be occurring, he or she can better decide how to manage the situation. Acker man (2007) says that inner time consciousness explores the range of experience from feeling overwhelmed and pressured to things following so well we are not aware of time passing. Kearns and Gardiner (2007) have identified four main behaviours of highly effective people on the basis of their experiences and courses conducted in the time consciousness field. These include, planning and prioritising tasks, clarity of purpose in work, avoiding interruptions and distractions and being organized. Freiberg, Huzinec and Templeton (2009) concluded that although classroom consciousness is considered one of the most important factors that affect student learning, most consciousness programs lack evidence to support that they improve student learning. Aedojo (2012) establishing the fact that effective time consciousness is an important tool for high organizational performance. A quantitative approach was used as the methodology. Khan, Farooqqi, Khalil and Faisal (2013) found a positive relationship between teachers’ time consciousness techniques and their class performance. Hosseini, Nourbakhsh, and Sepasi (2013) showed that time consciousness has a significant inverse relationship with job stress. Grissom, Loeb, and Mitani (2015) found the associations between principal time consciousness and subjective assessments of principal performance. Findings suggest that building principals’ time consciousness capacities may be a worthwhile strategy for increasing time on high-priority tasks and reducing stress. Kayode and Ayodele (2015) revealed that there was a significant relationship between teachers’ time consciousness and students’ academic performance. ConsciousnessRombe (2016) suggest that time consciousness has an inverse relationship with self consciousness, environment and productivity in an organization. Sahito, Khawaja, Panhwar and Siddiqui (2016) conclude that the Public Primary School
Teachers do not aware about the good system of planning of their lessons / lectures and they have no environment to learn from their senior colleagues. Kaur and Ranu (2017) revealed positive and significant relationship between classroom consciousness and professional commitment. Impas and Gempes (2018) revealed that time consciousness has no significant moderating effect on the relationship between quality of work life and personal effectiveness. Teachers who have higher and lower levels of time consciousness demonstrated the same degree of personal effectiveness as influenced by quality of work life. Chris and Victor (2019) showed that many teachers lack technicality in managing their time for effectiveness as they get carried away by activities at home and chatting with colleagues during work hours.

Schools are a unique place where there is a consciousness, worker relationship, and yet the workers are often delegated many consciousness responsibilities. In most higher secondary schools teachers are expected to keep attendance records, carryout disciplinary action, and sometimes supervise students outside the classroom setting. They get involved in material purchases, curriculum development and text book selection are often deeply rooted at the teacher level. Hence the present study is a worthwhile attempt to find out the time consciousness skill among teachers in relation to their type of school, gender and educational stream.

**OBJECTIVES**

1. To compare time consciousness skills among government and private higher secondary school teachers.

2. To compare time consciousness skills among male and female higher secondary school teachers.

3. To compare time consciousness skills among arts and science higher secondary school teachers.

**HYPOTHESES**

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

3. There exists no significant difference in time consciousness skills among arts and science higher secondary school teachers.

**RESEARCH DESIGN**

The study ‘Time Consciousness 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 Delhi constituted the sample of the study.

**Instrument**

A self-made questionnaire was made on five point likert scale to measure the consciousness skills of higher secondary school teachers. 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 consciousness 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 and Standard Deviation Score of ‘Time Consciousness’ Among Teachers of Three Types Schools (Govt. Private and Aided)

<table>
<thead>
<tr>
<th>Type of School</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government school</td>
<td>270</td>
<td>79.60</td>
<td>21.70</td>
</tr>
<tr>
<td>Private school</td>
<td>268</td>
<td>89.58</td>
<td>23.50</td>
</tr>
<tr>
<td>Aided school</td>
<td>262</td>
<td>83.55</td>
<td>20.81</td>
</tr>
<tr>
<td>Total</td>
<td>800</td>
<td>83.17</td>
<td>22.96</td>
</tr>
</tbody>
</table>

The teachers in the private schools are more result oriented and interested in the overall personality development of the child. These schools have a code of ethics and pay their teachers reasonably well. Since the targets set are high, the teachers are more time conscious to achieve them in the stipulated time. Time Consciousness in teachers of Government, Aided Schools is low compared to Private school teachers. The reason may be due to the reduced commitment of teachers to their task, arising out of the demands of the administrative system.

Table 2: Differences between Male and Female teachers in Time Consciousness

Table Showing Mean, S.D. and ‘t’ values for Difference between Male and Female Teachers in ‘Time Consciousness’

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>‘t’</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>400</td>
<td>81.60</td>
<td>18.89</td>
<td>2.925**</td>
</tr>
<tr>
<td>Female</td>
<td>400</td>
<td>88.74</td>
<td>29.96</td>
<td></td>
</tr>
</tbody>
</table>

Significant at 0.01 level
**Significant at 0.01 level

It is paradoxical that the female teachers are more time conscious than the male teachers. But it could that as the female teacher are more nurturing and sensitive to their students’ needs than are their male colleagues, despite the fact that some of these character traits might be perceived negatively. Ability to understand students' mental and emotional needs make women a better choice for teachers in schools. They have a better understanding of child psychology.

Table 3: Table Showing Mean, S.D. and ‘t’ values for Difference between Arts and Science Teachers in ‘Time Consciousness’

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>‘t’</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts teachers</td>
<td>400</td>
<td>83.64</td>
<td>26.884</td>
<td>4.040**</td>
</tr>
<tr>
<td>Science teachers</td>
<td>400</td>
<td>86.70</td>
<td>22.535</td>
<td></td>
</tr>
</tbody>
</table>

**Significant at 0.01 level

The mean score values of time consciousness of arts stream teachers (81.44) was found to be lower than the science stream teachers (88.70). This differences was found to be statistically significant at 0.01 level. Therefore the hypothesis that “Arts and Science Teachers differ significantly in their Time Consciousness” is retained.
Conclusion

The study found a significant difference in time consciousness in higher secondary school teachers in relation to their gender and type of school. While no significant difference was found in time consciousness among government and private school teachers. Female teachers were found to have better consciousness than male teachers means that female teachers have less hindrance in managing their time or they have better consciousness. This may be because female teachers are managing their time well for home as well as in work place. Science stream teachers have also better consciousness than arts stream teachers. This supremacy of science teachers may be due to some causes, the science teachers might be highly competent than arts teachers; science teachers might be involved in more work as than arts teachers; science teachers might be punctual as compared to arts teachers; science teachers are also involve in practical works of students than arts teachers; and the science teachers might be well-disciplined because of the nature of their hard subjects.

Recommendations

Keeping in views the results of this research, it was recommended that classroom consciousness related refresher courses may be organized for male as well as arts teachers to reduce gender and educational stream disparity in classroom time consciousness. Further, school principal time consciousness strategies are of outmost importance for developing their attention on instructional consciousness and following school improvement.
References


Kearns, H. and Gardiner, M. (2007). Is time well spent? The relationship between time consciousness behaviour, perceived effectiveness and work-related morale and


