



## Women College Teachers Consciousness on Time Management

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### Introduction

The place and importance of the teacher in a society can never be overestimated. Teaching is one of the most important professions in our society because teachers are responsible for the development of the most treasured of all resources, the human intellect. Good teachers must have the requisite teaching competencies in order to create positive learning environment for the growth of their pupils. As a person who imbibes, interprets, disseminates the culture, knowledge and traditions of the past and the present to the future generation, his position is unique. Both the laypersons and the professional educators agree that the "goodness" of an educational programme is determined to a large extent by teaching. The desirable educational outcomes are attainable only if competent teachers are there at the pivot to carry the programme in the right direction. The institutions may have excellent material resources in the form of equipment, buildings and textbooks, the curriculum may also be appropriately adapted to the community requirements but if teachers are misfits or are indifferent to their responsibilities the whole programme is likely to be ineffective and largely wasted.

Teachers who help in the development of an understanding of the society and the world and who are enterprising enough to encourage pupils to take cognitive risks by stimulating their intellectual appetites, pave the way for an enlightened and productive society. A women teacher has a dual role to perform that of a homemaker and a wage earner. It is natural that the first role is dearer to her and seconds a necessity. As such she needs to do justice to both. Everywhere women have to move towards establishing harmony in the domestic as well as outdoor roles in the interest of the family, nation and society at large. No doubt the duality of employment and homemaking present some management problems for the homemaker as she is more crowded for time and may have physical and psychological demands.

Knowledge of management helps the homemaker to use her resources wisely and be efficient in her diversified role in the home and community. Poor teaching and poor time management of teachers contrariwise would seem to be a significant contributor of its unfortunate share to the perpetuation of ignorance, misunderstanding and cultural stagnation.

The present study is conducted to probe and unravel the way women married teachers in colleges manage their work. The present study is expected to throw light on Women teachers' consciousness on the importance of time management.

### Objectives of the Study

The objective of the study is to examine the time management consciousness of women married teachers in colleges of Arts, Engineering and Education in Dindigul.

### Sampling Design

The entire sample of 330 teachers was selected from the district of Dindigul in Tamilnadu State, on the basis of purposive sampling. To get the detailed list of colleges within the district, office of Madurai Kamaraj University, Teacher Education University and Anna University was sought. Women Colleges were predominated the sample because the female teachers rank high in such institutions. However co-educational institutions were also included to cover up the required sample.

After selecting the institutions from the list, the higher authorities were contacted and co-operation was solicited. List of teaching staff was secured from the head of the institution and only married teachers living with their husband and families were contacted and requested for co-operation. Thus the entire sample was obtained from the colleges of Arts and Sciences, Education and Engineering.

### Women teachers Consciousness level on the Importance of Time Management

The objective of the study is to find out how much importance the respondents give to the time as a resource. It is assessed in terms of Knowledge of time, Planning of time use, Proper Use of Time, Punctuality, Limitation of time and Goals of time used.

The consciousness about the importance of time is measured in terms of 'most like me' and 'least like me'. These are given scores 3 and 1 respectively. The scores are statistically analyzed by using Q1 and Q3 to decide the level of time consciousness. The scores obtained by each respondent for individual dimension and the total scores for time consciousness are statistically analyzed by using Q1 and Q3 to decide the level of time consciousness. The respondents who scored more than Q3 level for each of the dimension and for total scores obtained are considered as 'more conscious'. Those who scored less than Q1 level are considered as 'less conscious' and those who scored between Q3 and Q1 level are considered as 'average conscious' about the resource time. The related information is presented in Table.

**TABLE - TME CONSCIOUSNESS OF THE RESPONDENTS IN TERMS OF VARIOUS DIMENSIONS OF TIME**

Dimensions	Percentage of Respondents from Selected Colleges														
	More Conscious					Average Conscious					Less Conscious				
	Arts	Edu	Er	T	%	Arts	Edu	Er	T	%	Arts	Edu	Er	T	%
Knowledge of time	38	28	36	102	30.91	0	0	0	0	0	72	82	74	228	69.09
Planning of time	26	75	75	116	35.15	50	35	17	102	30.91	34	30	48	112	33.94
Proper use of time	20	24	41	85	25.76	55	46	23	124	37.58	35	40	46	121	36.67
4) Punctuality	33	35	22	90	27.27	44	34	29	107	32.42	33	41	59	133	40.30
5) Limitation of time	77	74	71	222	67.27	0	0	0	0	0	33	36	39	108	32.73
Goals of time use	20	55	26	101	30.61	60	22	66	148	44.85	30	33	18	81	24.55
Overall	17	18	20	55	16.67	55	56	49	160	48.48	38	36	41	115	34.85

**Source : Primary Data**

**Mean Scores: Arts = 98.61    B.Ed. = 98.99    Engineering = 106.65    Combined Mean = 101.41**

The consciousness of the respondents according to various dimensions of time reveals that 67.27 per cent are 'more conscious' about the limitation of time followed by 35.15 per cent about 'planning of time use'. Less than 35 per cent respondents are 'more conscious' about the other dimensions of time. Overall 16.67 per cent respondents are 'more conscious' about the importance of time.

About 45 per cent respondents each has 'average consciousness' about the dimension 'goals of time use' followed by 37.58 per cent for 'proper use of time' and 30.91 per cent for 'planning of time'. Overall 48.48 per cent respondents are having 'average' time consciousness.

About 69 per cent respondents are 'less conscious' about 'knowledge of time'. More than one fourth of the respondents have 'less' consciousness about each of the remaining dimensions with the exception of dimension 'goals of time use' (24.55 per cent). Over all about 34.85 per cent respondents are 'less conscious' about the 'importance of time'.

Institution-wise data reveal that one fifth of the respondents from Engineering institution and less than 20 per cent from B.Ed. institution and Arts institution are 'more' conscious

about the 'importance of time'. 'Limitation of time' and 'planning of time' are the dimensions for which majority of the respondents from all the three institutions are 'more' conscious. More than 50 per cent respondents from Arts are having 'average' consciousness regarding the dimensions – 'goals of time use' 'proper use of time' and 'planning of time'. More than 65 per cent respondents from Engineering institution are 'average conscious' about 'goals of time use' and 57 per cent from B.Ed. institution for 'proper use of time'.

**Conclusion**

Time management is a broader concept and in assessing the level of time management skill of married women college teachers mostly job content factors, social responsibilities of the institutions towards their teachers, individual relationships in the institution and democratizations of the work place are taken as some of the important parameters. The study revealed that more than 60 per cent respondents from all the three institutions and 49 per cent from Engineering are 'less conscious' about the dimensions – 'knowledge of time' and 'punctuality' respectively. The mean scores of time consciousness obtained by the respondents are 101.41 and from three institutions are 98.61, 98.99 and 106.65 by Arts, B.Ed. and Engineering institutions respectively.

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