

A STUDY OF TIME MANAGEMENT COMPETENCY OF SECONDARY SCHOOL STUDENTS

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ABSTRACT

Time management is the ability to utilize time efficiently. Whether you are a student, businessman, office employee, serviceman, or any other, it is essential to make good use of one's individual time. The very first step towards success is efficient time management. Time management plays an important role in a student's life, helping them to learn more at a faster pace. There is a positive relationship between the time management skills and academic achievement of students (Swart *et al.* 2010; Indreica *et al.*, 2011). The present study is an attempt to know about the time management competency of secondary school students.

Keywords: Time Management, Competency, Secondary School, Students

INTRODUCTION

Effective time management, however, is a competency we can master that will improve the quality of our lives both at work and at home. We have more and more distractions and demands on our time, so it's extremely important to master the basic concepts of time management to make the most of a resource that is not renewable, never repeats and is limited each day. Understanding of time management and leisure planning principles can affect physical and mental health (Trenberth, 2005). Good time management such as setting goals and priorities as well as monitoring the use of time can facilitate productivity and minimize stress, contributing to work effectiveness, maintaining balance and academic success. From this broadened perspective, people can see that the real value of time management is that it enhances their lives in all dimensions. What people gain from time management, in essence, is not more time, but a better life (Britton & Teaser, 1991; Misra & McKean, 2000). Students may become overwhelmed with feeling that there is not enough time to complete all their work adequately. Good time management behaviours such as setting goals and priorities as well as monitoring the use of time can facilitate productivity and minimize stress (Lay & Schulenburg, 1993), contributing to work effectiveness and academic success (Misra & McKean, 2000). On the other hand, poor time management behaviours, such as not allocating time properly or last minute cramming for exams are sources of stress and poor academic performance (Britton & Teaser, 1991).

BENEFITS OF TIME MANAGEMENT

- Time Management makes an individual punctual and disciplined
- One becomes more organized as a result of effective Time Management.
- Effective Time Management raises an individual's morale and makes him confident.
- Individuals who stick to a time plan are the ones who realize their goals and objectives within the shortest possible time span.
- Better Time Management helps in better planning and eventually better forecasting.
- The individuals who achieve tasks on time are less prone to stress and anxiety.
- Remember there is no point in wasting time. Finish off pending work on time and then we would have rich time for our friends, relatives and family members.
- Time Management enables an individual to prioritize tasks and activities at workplace

OBJECTIVES OF THE STUDY

- To study about the time management competency of secondary school students.
- To compare the time management competency among secondary school students on the basis of gender.
- To compare the time management competency among the secondary school students on the basis of types of institutions Government v/s Private.

HYPOTHESES OF THE STUDY

On the basis of objectives of the study, following hypotheses are developed:

H₀₁: There is no significance difference between the time management competencies of secondary school students with respect to gender.

H₀₂: There is no significance difference between the time management competency of secondary school students on the basis of their types of institutions i.e. Government v/s Private.

RESEARCH DESIGN AND SAMPLING

The present study is descriptive in nature. 200 students of 9th class are selected from Haryana state using a multistage random sampling method. Time management competency scale by **D.N. Sansanwal and Meenakshi Parashar (TMCS, 2007)** is used to collect the data.

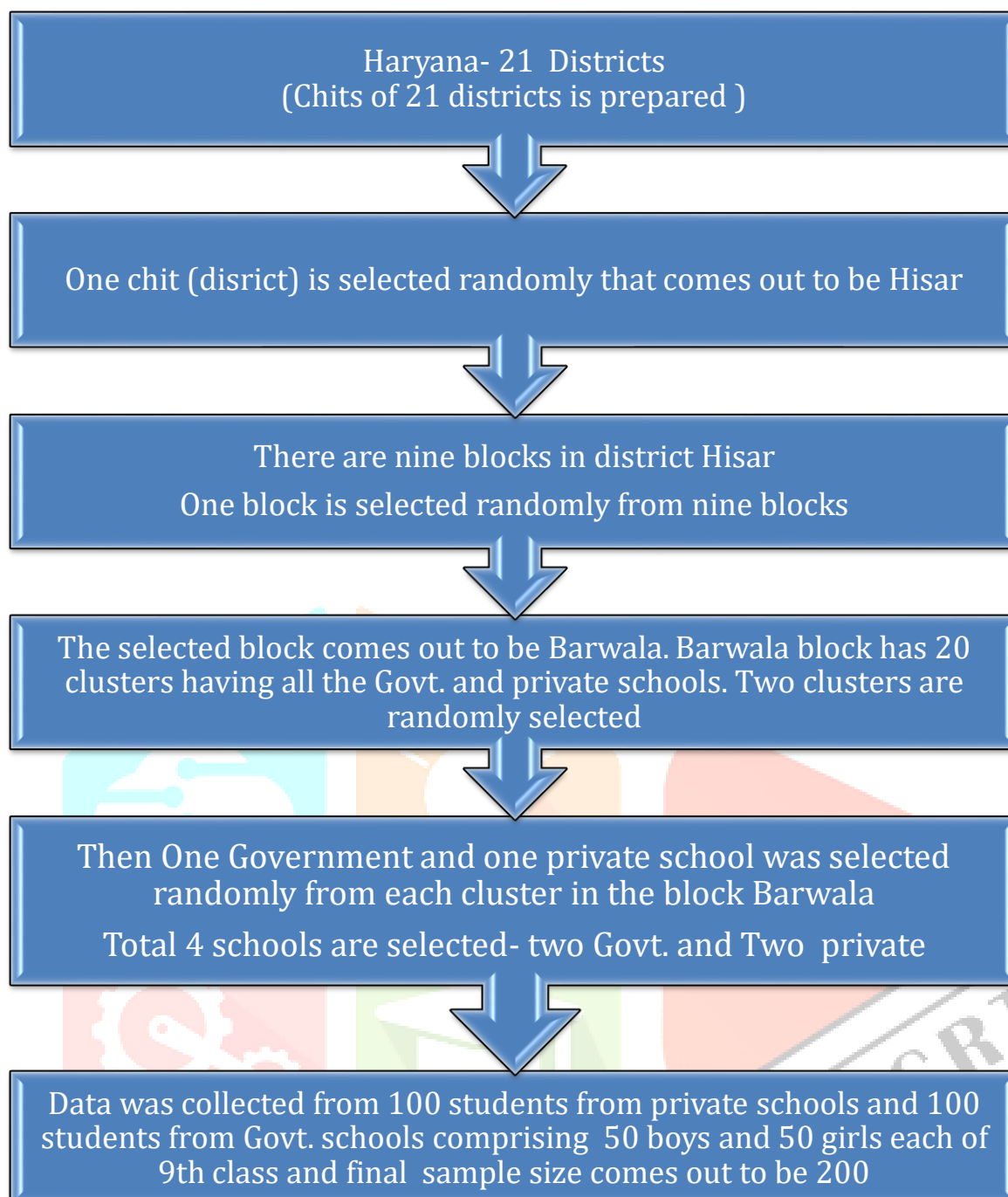


Figure1. Multistage Random Sampling used

ANALYSIS AND INTERPRETATION

Analysis of primary data is done through MS-EXCEL. Analysis is divided into 3 sections according to the objectives of the study:

SECTION-I

Level of Time Management Competency among Secondary School Students

This section measures the levels of the time management competency among secondary school students according to the range described by standardised manual. It shows that the students who lies between the range up to 45 scores have very poor time management competency, between 45 to 90 scores have poor time management competency, between 90 and 135 scores have good time management competency and above 135 scores have excellent time management competency. Results are shown in Table 1.

Table 1. Time Management Competency of Secondary School Students

Level of Students	Scores	Frequency	Percentage
Very poor time management competency	0-45	0	0%
Poor time management competency	45-90	2	1%
Good time management competency	90-135	176	88%
Excellent time management competency	Above 135	22	11%

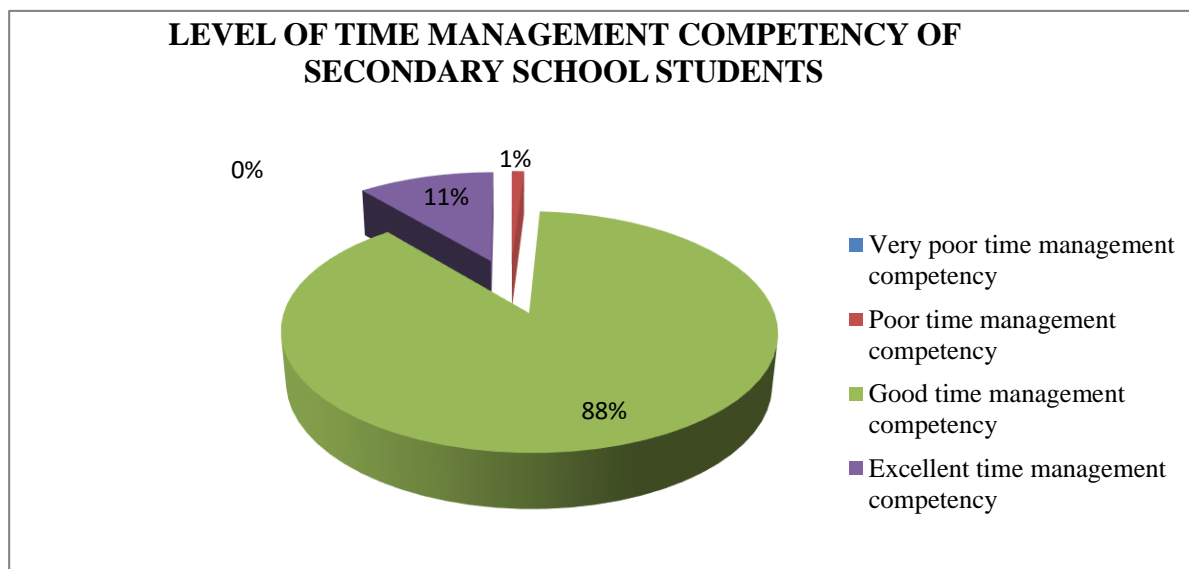
**Figure 2.**

Table 1. shows that no students have very poor time management competency, 1% of students have poor time management competency, 88% of students have good time management competency, 11% of students have excellent time management competency. It is evident from the above figure that the mostly students have good time management competency, which indicates that the secondary school students have good ability to manage the time as per their requirement. However, a few students have excellent time management competency. So, students must manage everything according to the time for achieving better results in future and there is need to encourage the students time to time for better time management. Also the researcher suggests that there is also a need of professionals help to increase their efficiency of using time in a valuable mode.

SECTION-II

Comparison of the Time Management Competency among Secondary School Students on the Basis of Gender

This section deals with comparison of the time management among secondary school students on the basis of gender. The results are summarized in Table 2.

Table2. Comparison of the Time Management Competency among Secondary School Students on the Basis of Gender

Time Management	N	Mean	S.D.	t-Value	Remarks
Boys	50	117.70	12.16	3.00	Significant
Girls	50	123.08	13.15		

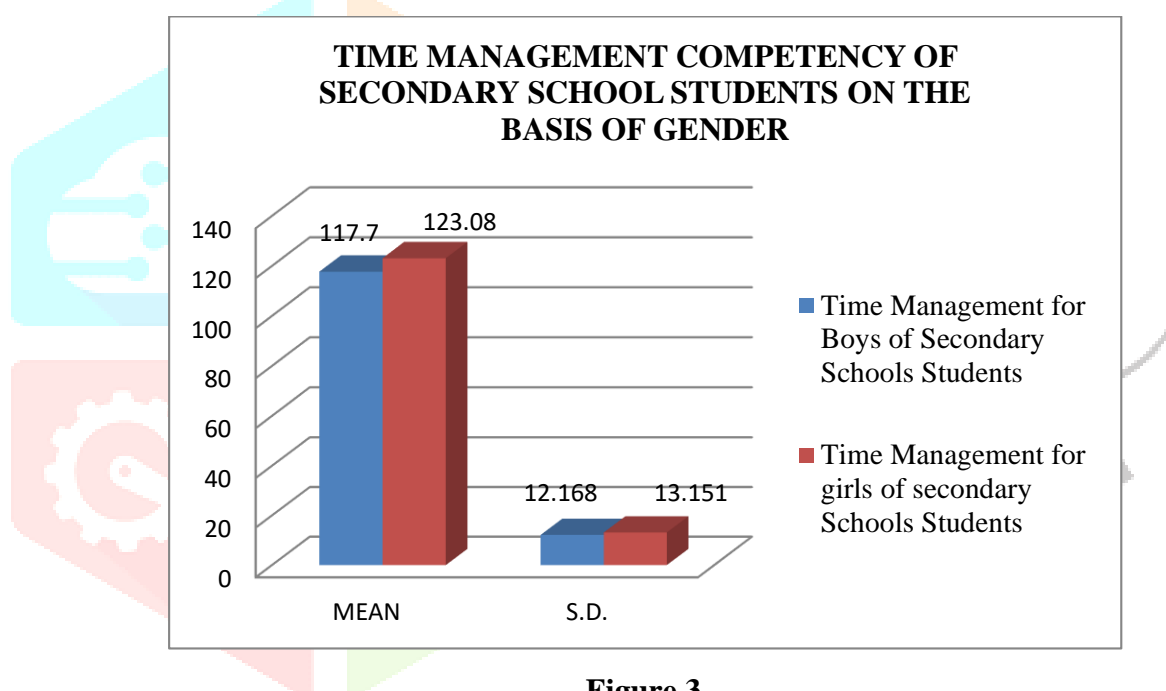


Figure 3.

According to table 2. Mean of time management competency for boys of secondary schools is 117.70 and for girls of secondary schools is 123.08 on whereas S.D. for boys of secondary school students is 12.16 and S.D. for girls of secondary school students is 13.15. The calculated t -value 3.00 is received which is significant at .05 level and df is 198. Hence the null hypothesis' "There is no significance difference between the time management competencies of secondary school students with respect to gender" is rejected. So, there is a significance difference between the time management competencies of secondary school students with respect to gender. Mean score of the girls was higher than boys, which means girls have better time management than boys. The researcher suggests that boys have to do lots of efforts to maintain the time in effectively manner.

SECTION-III

Comparison of the Time Management Competency among the Secondary School Students on the Basis of Types of Institutions Government v/s Private

This section deals with comparison of the time management among the secondary school students on the basis of types of institutions i.e. Government v/s Private. The results are summarized in Table 3.

Table 3. Comparison of the Time Management Competency among the Secondary School Students on the Basis of Types of Institutions Government v/s Private

Time Management	N	Mean	S.D.	t-Value	Remarks
Government	50	124.37	21.86	4.56*	Significant
Private	50	116.41	11.75		

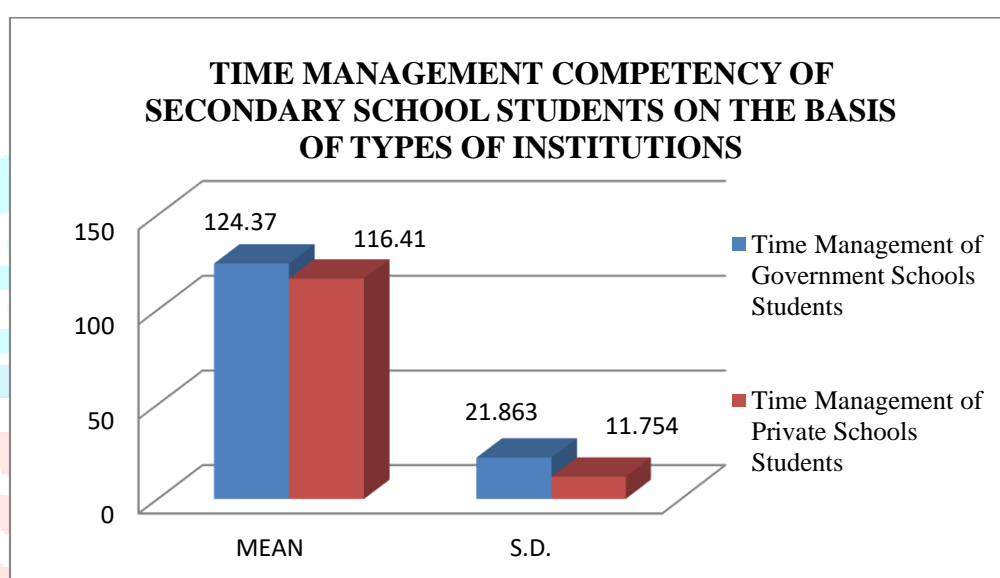


Figure 4.

According to table 3 Mean of govt. secondary school students is 124.37 and mean of private secondary school students is 116.41 on time management competency whereas S.D. for govt. secondary school students is 21.86 and S.D. for private secondary school students is 11.75. The calculated t -value 4.56 received which is significant at .05 level and df is 198. Hence the null hypothesis, “There is no significance difference between the time management competency of secondary school students on the basis of their types of institutions i.e. Government v/s Private” is rejected. So, there is a significance difference between the time management competencies of secondary school students with respect to institutions. Government school students are better in time management then private school students. There is a need to pay aid and also support of professionals for increasing the time management competency level of private institutions students.

CONCLUSION AND DISCUSSION

Time management is the ability to utilize time efficiently. Whether you are a student, businessman, office employee, serviceman, or any other, it is essential to make good use of one’s individual time. The very first step towards success is efficient time management. Time management plays an important role in a student’s life, helping them to learn more at a faster pace. There is a positive relationship between the time management

skills and academic achievement of students (Nicety & Seville, 2010; Swart *et al.* 2010; Delhi, 2014). The results of the study indicated that girls have more time management competency than boys, which is consistent with the findings of (Misra & McKean, 2000; Al Khatib, 2014). This may be due to the reason that boys spend significantly more time on non-academic activities such as computer gaming, television, sports and the Internet.

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