



# Time Management Competency Among Prospective Teachers

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## Abstract

A disciplined, healthy, and well-organized lifestyle now heavily depends on effective time management. Time management is a crucial component in order to accomplish the objective, move forward methodically, and stay away from last-minute chaos. To find out the time management competency of prospective teachers, a study was conducted. To study the time management competency and its different levels among prospective teachers for total sample. 300 prospective were chosen using the random sampling methodology and adopted the normative survey method. Time Management Competency Scale by D.N. Sansanwal and Meenakshi Parashar (2007) were used. The findings revealed that there are positive responses in between the different levels (Very Poor, Poor, Good and Excellent) of prospective teachers in time management competency for total sample. The current findings indicate that students possess a high degree of proficiency in time management.

**Keywords:** Time Management, Competency, Prospective Teachers, Colleges, Education, Life style.

## 1. Introduction

The continuous flow of existence and events from the past, present, and future that seem to be unchangeable is understood as time. Time is a resource that requires forward-thinking management. In contrast, it is not like money that may be saved for later use. One needs to be ready to use it when the time comes. Planning is crucial to time management because it allows one to be productive and fulfilling while still making time for other significant activities with friends, family, or just oneself. It also teaches one how to manage time so that one may do tasks at the level that one desires.

## 2. Need of the Study

Time is the most important human resource and involves many different disciplines; without it, the validity of every existence is called into suspense. One of the most valuable assets that each individual has in their life is time. Setting priorities for needs and goals and managing time and other resources appropriately are made easier with time management. Time management, then, encourages order and enables greater fulfillment and productivity. Time management provides everyone the chance to decide how to use these precious resources; this enables people to benefit from the smallest amount of time and develops their knowledge of how to use that time in the most efficient manner. Hence, the investigator felt to do this study entitled, "Time Management Competency among Prospective Teachers".

## 3. Objectives:

The present study has the following objectives:

- To study the time management competency and its different levels among prospective teachers for total sample.
- To study the time management competency among prospective teachers based on their gender.
- To study the time management competency among prospective teachers based on their age group.

## 4. Hypotheses of the Study

The following hypotheses guided the course of the study:

1. There is no significant difference in different levels (very poor, poor, good and excellent) of prospective teachers in time management competency for total sample.
2. There is no significant difference between the gender (male and female) prospective teachers in time management competency.
3. There is no significant difference between the age group (below 25 yrs / 25 to 30 yrs / 30 to 35 yrs and above 35 yrs) of prospective teachers in time management competency.

## 5. Methodology

The research design is normative survey method and the sampling technique used for the study is random sampling technique.

### 5.1. Population and Sample

The research was carried out in Tamil Nadu. The Tamil Nadu teacher education system is quite comprehensive. Since it is difficult to reach the whole population, the investigator decided to select a particular district for the selection of sample. Thiruvallur being a native place of the investigator, also by considering access and convenience Thiruvallur was selected as the district for selection of sample. The investigator collected the list of college available in website of Tamil Nadu Teacher Education University.

Randomly 7 colleges were selected out of 20 colleges of education in Thiruvallur district for the data collection. From these 7 colleges the investigator collected a sample of 300 prospective teachers.

### 5.2. Instrument Used:

The investigator used a time management competency scale constructed and validated by D.N.Sansanwal and Meenakshi Parashar (2007) for collecting details of prospective teachers. In addition to this, the investigator constructed a personal data sheet.

### 5.3. Analysis and Interpretation of Data

The data collected in the present study were analysis using t-test and F-Test Analysis of Variance (ANOVA).

## 6. Testing of Hypothesis

### Hypothesis-1

There is no significant difference in different levels (excellent, good, very poor and poor) of prospective teachers in time management competency for total sample.

**Table 1**

**Statistical Constants of The Distribution of The Variable for Total Sample**

Main Variable	N	Mean	Median	Mode	Standard Deviation	Skewness	Kurtosis
Time Management Competency	300	125.82	126	126	14.009	0.046	0.508

As shown in Table 1, the total sample of 300 prospective teachers scores 125.82 as means with the standard deviation of 14.009 on time management competency. The skewness and kurtosis are found to be 0.046 and 0.508 respectively. Since the value obtained lies between less than 1.0 and greater than -1.0, the distribution is almost symmetrical. The distribution peaks when the kurtosis value is positive. The values obtained for mean, median, mode, standard deviation, skewness and kurtosis shows that the distribution is almost normal.

**Table 2****Proportion of Prospective Teachers falling in Different Levels of Time Management Competency**

SLNO	Different Levels	N	%
1	Excellent (Above 135)	77	26
2	Good (90 to 135)	223	74
3	Poor (45 to 90)	-	-
4	Very Poor (Up to 45)	-	-
<b>Total</b>		<b>300</b>	<b>100</b>

As shown in Table 2, there are 26% (N=77) and 74 % (N=223) of prospective teachers belongs in the groups of excellent and good levels respectively in their scores on time management competency. This shows that the majority of students have a high degree of time management proficiency. There are positive responses in between the different levels (very poor, poor, good and excellent) of prospective teachers in time management competency for total sample.

**Hypothesis 2**

There is no significant difference between Gender (Male and Female) of prospective Teachers in Time Management Competency.

**Table 3****Details of t-Test Result for Gender**

Gender	N	Mean	SD	t-Value	Remark
MALE	13	125.38	17.64	0.245	<b>Not Significant</b>
FEMALE	287	125.84	13.86		

As shown in the Table 3, the mean score for Male (N= 13) is 125.38 with SD of 17.64 and the mean score for Female (N = 287) is 125.84 with SD of 13.86. The calculated t-value (0.245) is less than the table value (1.96) at 0.05 level of significance. It is inferred from these results ( $t = 0.245 < 1.96$ ), there is no significant difference between male and female prospective teachers on time management competency. It can be concluded that null hypothesis 2 is accepted.

### Hypothesis 3

There is no significant difference between the age group (below 25 yrs / 25 to 30 yrs / 30 to 35 yrs and above 35 yrs) of prospective teachers in time management competency.

**Table 4**  
**Details of Descriptive Statistics Result for Age Group**

AGE GROUP	N	MEAN	SD
Below 25yrs	146	124.86	13.4
25 to 30 yrs	74	122.92	15.51
30 to 35 yrs	56	127.82	12.32
Above 35yrs	24	136	11.92

As shown in the Table 4, the Mean score for Below 25yrs (N = 146) is 124.86 with SD of 13.40 and the Mean score for 25 to 30 yrs (N = 74) is 122.92 with SD of 15.51 and the Mean score for 30 to 35yrs (N = 56) is 127.82 with SD of 12.32 and the Mean score for Above 35yrs (N = 24) is 136 with SD of 11.92.

Further, a One-way ANOVA was used to test the differences among Prospective Teachers on Time Management Competency based on their Age Group (Below 25yrs, 25 to 30 yrs, 30 to 35 yrs and Above 35yrs)

**Table 5**  
**Result of One-Way ANOVA for Age Group**

Demographic Variable	Nature	Sum of Squares	df	Mean Square	F	Remark
AGE GROUP	Between Groups	3469.93	3	1156.643	6.20	< 0 .001
	With in Groups	55216.71	296	186.54	1	
	Total	58685.64	299			

As shown in Table 5, the obtained value for F is 6.201; it is greater than the table value of 2.60 at 0.05 level of significant. It is inferred from this result ( $F_{3, 296} = 6.201 > 2.60$ ). There is significant difference on Time management competency among prospective teachers based on their age group (below 25yrs, 25 to 30 yrs, 30 to 35 yrs and above 35yrs). It can be concluded that null hypothesis 3 is rejected.



## 7. Educational Implications

- There are 74% of prospective teachers have scored in good level and 26 % have scored in the excellent level in their time management competency. They should be conscious about their decision making to use and manage the time efficiently to gain consistency and also to raise their level further.
- Time management gives students time to carry out the target of the task, have good planning in the learning process, increase skill, knowledge, and good attitude. It is more important and still needed for the student and lecturer in the learning process.

## 8. Conclusion

Time management is very important for every individual to be successful in life. It is found to be an essential skill for success. It is a good skill to improve efficiency and effectiveness. The majority of the prospective teachers have a good level of time management competency.

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