

Time Management Skills and Achievement of Government in Secondary School Students

Dr. Shafayat Ahmad

Associate Professor, MANUU College of Teacher Education, Darbhanga

E-mail: shafayatahmad@ymail.com

ABSTRACT

Life is precious for everyone who felt that they are born to do something for their personal benefit and development of the nation. Every work needs time. Management of the time is the art. Most of the successful men in the world actively manage their time according to the demand and the nature of work. Obviously they set their goal and make their planning accordingly. The successful people decide first the goal and they confidently do their work to achieve the goal. Students who are the future of any country and wasting their time unconsciously kit is the study of the school and parents to set the goal of the future generation so that they can participate in the development of the nation. The purpose of the study was to time management skills and academic achievement of government school students. There will be more time to focus on processes other than work. A good time management system helps a person to be more efficient and lead a balanced life. The study found that there was no significant difference in the time management skills of government school students. On the basis of the academic achievement, a difference was found between the students of the government secondary school.

Keywords: Time Management Skills, Academic Achievement

Paper Received : 11/12/2021

Paper Acceptance : 30/1/2022

Introduction

Planning, organizing, directing, coordinating and controlling are some words which are used for effective management. It is used as a process of organizing people. Some people also describe management as a leadership and decision making technique. Others have analyzed management as an economic resource, an element of production, or a system of authority. Management involves the systematic use of human and other resources to set goals and plan for their implementation, execution and control. Management of time is the important aspect of any management process. The individual person also manages their time according to the predefined plan. So the management of time is very important for success of an individual, an organization, a firm and a business.

Time management plays an important role not only in organizations but also in our personal lives. Time management refers to the critical planning and practice of time spent on specific activities, which enhances effective performance and productivity. Time is fixed and no one can change its duration. So it is

very pernicious and a scarcest resource and only by managing it is the success or failure of a performance achieved. Many studies revealed that time management skill lead to achieve the positive achievement in the field of academic and other activities also. Vanilla (2018) found in her study that understanding the importance of time management can increase productivity.

Hamza et. al (2014) conducted a quantitative research to establish a relationship between time management, external motivation and students' academic success among Malaysian public university students. The study concluded that there is an important and established relationship between time management and students' academic performance. Dahie. et. al (2015) used the convenience sampling technique to collect scolding from 80 students. The students were given a list of four basic elements that measure short range planning, long range planning, timeliness and academic execution. Study show that there is a positive correlation between short range and long range planning in educational implementation. Khan and

Nasrullaah (2015) in their actual study found that time management is very important and it actually affects the overall performance of the individual.

Cyril (2015) studied the time management and education of high school students. The aim was to bridge the gap between time management and academic achievement of higher secondary students, as well as to study the relationship between time management and academic achievement between students. For which the researcher selected 63 students out of 180 students of Penile Higher Secondary School in of Tamil Nadu city and simple random sampling technique was used. Survey method was used. Researchers have used the Time Management Scale self-developed tool to obtain data. The result was the following findings. 19% of high school students have higher level of Time Management while 23.8% of students have higher level of academic achievement. There is a significant difference in time management between upper secondary boys and girls. Girls are better at time management than boys. No significant differences have been found between boys and girls in academic achievement. And there is an important relationship between the achievement of time mates and higher secondary students.

Time management includes the following components:

- Effective planning
- Setting goals and objectives
- Setting deadlines
- Setting deadlines
- Assigned responsibility
- Delegation of responsibility
- Prioritizing activities as the right time on the right activities

Time management is actually self management. This helps each individual to decide how much time should be allocated to an activity and how to perform any activity effectively. It also indicates the appropriate time for specific activities. According to the educational leader Neil Shipman the critical skills for management are as follows:

- Being self-aware,
- Being aware of your habits and
- The way you work,
- setting up your work,
- setting goals and priorities,
- Increasing personal efficiency and
- Setting a specific time for each activity.

Importance of Time Management:

Time management is an example of practice, skills, tools and systems. It is use as a tool to improve quality of life. Time management is actually self management. Managing time is one of the skills that every individual should develop. There is no denying that punctuality is a very useful skill for people in all walks of life. By managing time, even the most complex problems can be coiled and overcome. People can improve their performance and innovate by wasting time. Making better use of time may not solve all people's problems but it can help in finding effective solution and results. According to psychologists, improving time management skills significantly affects personal productivity and overall performance. Therefore, time management is also attributed to life management. Managing time increases quality and reduce stress that occurs in minutes and helps to lead a balanced life.

Academic Achievement:

Academic achievement is the outcome of the result of the student. It means that when a particular student enrolled in a particular course and follows the system of rules. The duration of course is already decided by the authority. The students attend the classes regularly and give examination as decided by the authority. The result revealed the students' abilities. There are some boards that are engage in conducting examinations. Central Board of Secondary Education and Bihar School Examination Board are the example of such agencies that performed their task to assess the students' abilities. On the basis of evaluation the boards provides grades which is known as academic achievement. There are some studies which reveal the fact that time management and academic achievement are correlated. Subramanian (2016) studied time management and academic achievement of high school students. The aim was to differentiate between time management and achievement based on gender, locality of the students, medium of instruction, types of school management and types of school. Researcher selected upper secondary students of Krishnagiri district as a sample for research study through stratified random sampling technique. The survey method has been used in the research. For this research, the researcher has developed the time management tool himself. Boys have better time management than girls. And there is no significant difference in the educational attainment of boys and girls.

Khanam et. al (2017) studied time management and academic achievement of university students. The purpose of the study was to study the achievement of time management skills and comprehension among university students. Convenience sampling technique was used and found that more than half of the participants' time management scores were moderate to low level. Chitkara and Gupta (2018) conducted a realistic study of the effects of time management on the academic achievement of management students. The aim was to find out the relationship between students' time management and academic achievement and 160 students of the management institute were selected as a sample through non probability convenience sampling technique. The descriptive research method has been used for the study. As a result, it was concluded that the score of academic performance of girls is higher than that of boys.

Need and Significance of the Study :

Time management is considered a problem among students in both their academic and social life. Observation revealed the fact that students in school spend most of their time on sports and non-essential activities like using social media, watching TV and they do not realize the importance of time. Time management plays a vital role in improving the academic performance of students. Efficient use of time greatly improves people's quality of life. Effective time management enables people to live a peaceful life without stress, as time management focuses on allocating the required time for each activity, so that no one feels tired of the day's revenge. The study of Kandy and Sevari (2011) revealed the effect of time managing skill on academic competence and self efficacy. Studies show that training in time management skills is important for enhancing academic performance and self-efficacy. Pehlivan (2013) found in his study that students' time management skills affect their CGPA. Therefore, on the basis of review of literature the author keenly interested to study the time management skills and academic achievement.

Objectives:

The objectives of the study are as follows:

1. To study the time management skills of boys and girls of government secondary school.

2. To study the academic achievement of boys and girls of government secondary school students.
3. To study the difference between academic achievement and time management of boys of government secondary schools.
4. To study the difference between academic achievement and time management of girls of government secondary schools.

Hypotheses of the study:

The objectives of the study are as follows:

1. There is no significant difference in the time management skills of boys and girls of government secondary school.
2. There is no significant difference in the academic achievement of boys and girls of government secondary school.
3. There is no significant difference between academic achievement and time management of boys of government secondary schools.
4. There is no significant difference between academic achievement and time management of girls of government secondary schools.

Methodology:

Research methodology is the blue print of the study. The researcher decides the methods and carried out the research accordingly. It is the systematic procedure which include not only identifying the problem but also the population, sample, tools and analysis of data.

Population and Sample:

All the government schools of Darbhanga district comprise the population of the present study. All the tenth grade students of these government secondary schools comprise as population of the study. Sixty students of government schools of Darbhanga district comprise the sample. Three - government secondary schools of district Darbhanga have been selected through random sampling. Ten boys and ten girls of each school were selected as sample. Random sampling technique has been used for the selection of sample. Finally total 60 students from these three schools have been selected.

Tools of the Study :

Tool has an important role in any research of the study as it is used for the collection of data. The researcher collects data for findings and results and on the basis of result the researcher gave suggestions.

For this study the researcher used self made tool known as Time Management Scale. For the construction of tool all the procedure followed such as selection of items and then presents it to the judge in the field of education. After the suggestions of the expert it was rectified and then implemented on the subject for the study. This tool includes 42 items. For the academic achievement the researcher used academic result of tenth class students.

Result and Discussion :

After the collection of data the investigator tabulated the according the objectives of the study. Objective wise interpretation, results and discussion is presented in tabulation form.

Objective 1: To study the time management skills of boys and girls of government secondary School.

Hypothesis 1: There is no significant difference in the time management skills of boys and girls of government secondary school.

Table No. 1:
Time management skills of boys and girls of government secondary school

Group (Government School)	N	Mean	SD	df	t-Value	Result
Boys	30	148.07	15.26	58	0.64	Not Significant (At 0.05 Level)
Girls	30	145.27	18.34			

It is clear from Table 1 that the mean score of government secondary school students in time management is 148.07 and the mean score of female students is 145.27 and the standard deviation is 15.26 and 18.34 respectively when compared between the two averages the t-Value 0.62 came which is not significant at 0.05 Significance Level.

Therefore, no significant difference was found in the time management skills of the students of the government secondary school. Therefore, the Null hypothesis proved to be true and therefore it was accepted.

Objective 2: To study the academic achievement of boys and girls of government secondary school students.

Hypothesis 2: There is no significant difference in the academic achievement of boys and girls of government secondary school.

Table No. 2:
Academic achievement of boys and girls of government secondary school

Group (Government School)	N	Mean	SD	df	t-value	Result
Boys	30	64.57	15.26	58	2.60	Significant (At 0.05 Level)
Girls	30	58.30	9.18			

It is clear from Table 2 that the average academic achievement score of public secondary school students is 64.57 and the average academic achievement score of female students is 58.30 and the standard deviation is 9.18 and 9.49 respectively when compared between the two averages 2.60 t-Value came which is not significant at 0.05 Significance Level. Therefore, significant differences were found in the academic achievement of boys and girls in government secondary schools. The Null hypothesis did not prove to be true and therefore was not accepted.

Objective 3: To study the difference between academic achievement and time management of boys of government secondary schools.

Hypothesis 3: There is no significant between academic achievement and time management of boys of government secondary schools.

Table: 3
Difference between academic achievement and time management of boys of government secondary schools

Group (Government School)	N	Mean	SD	df	t-Value	Result
Boys- Time Management	30	148.07	15.26	58	-24.02	Significant (At 0.05 Level)
Boys- Academic Achievement	30	64.57	9.18			

It is clear from Table 3 that the average time management score of government secondary school students is 148.07 and the average academic achievement score is 64.57 and the standard deviation is 15.26 and 9.18 respectively. When compared between the two averages, the Calculated T-Value came to 24.02,

which is higher than the 2.00 Tabulated t-Value at 0.05 Significance Level, so a significant difference was found in the time management and academic achievement of the Government Secondary School students. Therefore, the Null hypothesis was not proved correct and therefore it was rejected.

Objectives 4: To study the difference between academic achievement and time management of girls of government secondary schools.

Hypothesis 4: There is no significant difference between academic achievement and time management of girls of government secondary schools.

Table: 4

Difference between academic achievement and time management of girls

Group (Government School)	N	Mean	SD	df	t-value	Result
Girls- Time Management	30	145.27	18.34	58	23.06	Significant (At 0.05 Level)
Girls- Academic Achievement	30	58.30	9.49			

It is clear from Table 4 that the average time score of Government Secondary School girls is 145.27 and the average of academic achievement score is 58.30 and the standard deviation is 18.34 and 9.49 respectively. When compared between the two averages, 23.04 t-value was found which is significance at 0.05 level. Significant difference was found in time management and academic achievement of government secondary school girls. Therefore, the Null hypothesis was not proved correct and therefore it was rejected.

Conclusion:

The present study examines the time management and academic achievement of government secondary school students. As it is believed that time management is very important for students. Time is a precious and scarce resource that is equally available to individuals but many people feel short of time and cannot use their time effectively. Time can neither be offered nor saved separately. It can be used wisely. Punctuality and doing work on time is the process of shaping life in a better way so that time and energy are used more for the task that are most important. And learn new things from wasting time on unnecessary tasks. Time management is an important tool that helps students and others in school and other personal endeavors and increases productivity. In addition, time management increases quality of life and reduces stress levels. That is why time management is also called life management. Therefore, every individual and especially the students should understand the value and importance of time. The best and most systematic use of time is a skill that must be learned and put into practice.

The study found that there was no significant difference in the time management skills of government

school students. On the basis of the academic achievement, a difference was found between the students of the government secondary school.

In addition, if the students of a government school are trained on time management skills, every performance of their school can be done in a timely manner, and then their academic achievement can be improved. There is a need to nurture and to improve the quality of education of government school students. Administrators should train teachers to develop time management skills in students. Parents should prepare their children for project, assignment, homework on time so that the children’s academic achievement. Students should set their own deadlines, goals, responsibilities and the importance and promotion of the work and spend time on that basis.

References:

1. Adams, V. & Blair, E (2019): Impact of time management Behaviour on undergraduate Engineering students’ performance retrieved from <https://journals.sagepub.com> on 06.07.2021.
2. Agarwal,S.C.and Pandey,R.S. (1997), “Learning Styles”,University News 53 (3), pp-5- 6.
3. Alsalem, W. S. Y, Almodi, L.A., Hazazi, A.T.M, Shibah, A.M., Jabri, S.A., Albosruar, Z. A. (2017). The effect of time management on academic performance among students of Jazam University. The Egyptian journal of hospital medicine. (2017). Vol, 69 (8), P 3040-3049.
4. Al-Zoubi, M. (2016). The effect of the time management art on academic time management among high school students in Jordan: retrieved from <http://files.eric.ed.gov>>EJ1092359 on 23.06.2021.
5. Britton, B. K, Tesser, A (1991). Effects of time management practices on college grades.

6. Cyril, A.V.(2015). Time Management and academic Achievement of higher secondary students. *Journal on School Educational Technology*, vol. 10, no. 3. retrieved from <https://files.eric.ed.gov/fulltext/EJ1097402.pdf> on 05.06.2021.
7. Dahie, A. M., Osman, A. A., & Mohammad, R. A.(2015). Time management and academic performance: empirical survey from high education in Morgadishu-somalia. retrieved from <https://www.researchgate.net/publication/310477885> on 05.06.2021.
8. Falah,J.D.&Yusof,A.(2016). Time Management, self esteem and academic performance of international students from Iraq University Putra Malaysia. *Australian Journal of basic and applied sciences*. Vol, 10. (12). Page 369-373 retrieved from <https://www.researchgate.net/publication/307633980> on 07.08.2021.
9. Gupta, D., S, Chetkara, S. (2018).Effect of time management students, vol. 2, No. 1. From URL Management.eurekajournals.com
10. Hamzah, A.R., lucky, E.O., & Joarder, M. H. (2014). Time management, external motivation and students' academic performance: Evidence from a Malaysian public university. *Asian Social science*. Vol, 10. No. 12 P 55-63 retrieved from www.researchgate.net on 01.08.2021.
11. Jinalee,N. S. Singh, A.K. (2018). A descriptive study of time management models and theories retrieved from www.ijasrm.com, 2018/09 on 12.08.2021.
12. Kabir,S.M.S.(2017).Stress and time management retrieved from <https://www.researchgate.net/publication/325546110> on 02.08.2021.
13. Khanam, N., Sahu, T., Rao, E.V., kar, S.K, Quazi,S.Z.(2017). A study on University students' time management and academic achievement retrieved from <http://www.researchgate.net/publication/321261378> on 22.08.2021.
14. Khatib, (2014). "Time management and it's to students' stress, gender, and academic achievement among sample of students at AlAin University of science and technology, UAE" retrieved from <https://thejournalofbusines.org> on 22.08.2021.
15. Mishra, R. & Mckean, M. (2000). College students' academic stress and its relation to their anxiety. Time management and leisure satisfaction. *American Journal of health studies* retrieved from <https://www.researchgate.net/publication/209835950> on 11.09.2021.
16. Nasrullah, S. & Khan, M.S. (2017). The impact of time management on the students' academic achievement retrieved from <https://www.researchgate.net/publication/313768789> on 15.08.2021.
17. Pehlivan, A. (2013). The effect of the time management skills of students taking a financial accounting course on their course grades point averages. *International journal of business and social science*, Vol. 4, No. 5 P 196-203
18. Rai, A. (2016). A study of impact of time management on academic performance of students studying in school retrieved from <http://www.worldwidejournals.com> on 10.07.2021.
19. Razali, S., Rusiman, M.S., Gan, W.S., Arbin, N. (2017). The impact of time management on students' academic achievement. *Journal of physics* retrieved from [https://iopscience.iop.org>article](https://iopscience.iop.org/article) on 10.08.2021.
20. Sansgiry, S.S, Bhosle, M., and M. S, sail, K. (2006).Factors that affect academic performance among pharmacy students. *American journal of pharmaceutical Education*. retrieved from <https://www.researchgate.net/publication/6650623> on 12.08.2021.
21. Sevari,K.&Karidy,M. (2011). Time management skills impact on selfefficacy and academic performance. *Journal of American science*, (2011), 7(12), p 720-726. retrieved from <http://www.americanscience.org> on 11.09.2021.
22. Subramanian, A. (2016). Time Management and academic Achievement of higher secondary school students. *International journal of research. Granthalayah* retrieved from <http://doi.org/10.5281/zenodo.230852> on 11.08.2021.
23. Trueman, M. S. Hartley, J. (1996). A comparison between the time management skills and academic performance of mature and traditional entry university students retrieved from <https://eric.ed.gov/EJ532679> 14.08.2021

