

TIME MANAGEMENT AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS

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ABSTRACT

The present study deals with time management and academic achievement of higher secondary students. The investigators have used the survey method for the present study. The investigators developed a tool to measure the time management skill of higher secondary students. The sample consists of 300 higher secondary students from 10 schools in Tirunelveli District. Different statistical techniques are used to analyze the data. The findings of the study reveals a significant correlation between time management and academic achievement of female students.

INTRODUCTION

Students in general have busy and stressful lives because they are attending classes, completing assignments and studying for exams. In addition they have their own daily routine and life style that is necessary for creating a balance between academic and extracurricular activities. However, finding time to do everything at the same time can be challenging. Here comes the time management skill for maintaining balance between academic and non academic activities of students. This is the skill that students need to learn. They must take the necessary approaches and apply this skill in order to be effective and more productive. This skill give students the ability to plan ahead and prioritize upcoming assignments and events. This is an important factor which keeps students organized and avoiding procrastination, which ultimately leads to academic success.

School is a primary setting for academic and social experience. The terms academic achievement, academic performance and scholastic achievement are interchangeable. Academic performance refers to some methods of expressing a student's scholastic standing. It indicates a grade for a course, an average for a group of courses in

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the subject area or an average for all courses expressed on a zero to hundred or other quantitative scale. Academic achievement is a combination of ability and effort presumable ability being equal, those with higher motivation, expects more effort and will, and achieves higher grades (Chenna Reddy. 2007).

Time management can be very useful in a student's hectic schedule. It ensures that students are well prepared, organized and focused to manage their daily lives and complete academic assignments on time. It can lead to improved success, however, this is a skill that students have to learn and practice. Students must change their habits in order to have good time management skills. This can only happen if students take the first steps in identifying their problems. Good time management skill stems from the issue of prioritizing one's time effectively.

SIGNIFICANCE OF THE STUDY

Time management is swiftly becoming a grave area of concern in individual's private life as well as in all institutional life. Effective time management is valuable in terms of time and cost savings which lead to accomplishment of our goal. Time management is concerned with optimizing the use of discretionary time.

Time management for students includes setting realistic goals and deadlines for oneself regarding major assignments. Effective time management improves the quality of life, as a whole. This is primarily because by managing the time, some of the most common problems such as stress and lack of time for personal interests, can be solved very effortlessly. Effective time management enables the person to lead the life peacefully, without much tension. This is because time management focuses on dividing the required time for each activity. So that the person doesn't feel exhausted at the end of the day. Therefore, effective time management improves the quality in all walks of our lives. Thus knowing about time management is very important for higher secondary students. Hence, the investigators propose to take up this topic time management and academic achievement of higher secondary students for her investigation.

OBJECTIVES OF THE STUDY

1. To find out whether there is any significant difference between male and female higher secondary students in their time management.
2. To find out whether there is any significant difference between rural and urban school higher secondary students in their time management.
3. To find out whether there is any significant difference between male and female higher secondary students in their academic achievement.
4. To find out whether there is any significant difference between rural and urban school higher secondary students in their academic achievement.
5. To find out whether there is any significant relationship between time management and academic achievement of female higher secondary students.

HYPOTHESES OF THE STUDY

1. There is no significant difference between male and female higher secondary students in their time management.
2. There is no significant difference between rural and urban school higher secondary students in their time management.
3. There is no significant difference between male and female higher secondary students in their academic achievement.
4. There is no significant difference between rural and urban school higher secondary students in their academic achievement.
5. There is no significant relationship between time management and academic achievement of female higher secondary students.

STATEMENT OF THE PROBLEM

“TIME MANAGEMENT AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS”

METHODOLOGY

The investigators have adopted the survey method.

POPULATION FOR THE STUDY

The population for the present study consisted of XI and XII standard students studying in the higher secondary schools of Tirunelveli District.

SAMPLE FOR THE STUDY

The investigators used stratified random sampling technique. 10 schools were selected randomly and from each school, the students studying in XI and XII standard were selected randomly. Totally the sample consisted of 146 XI standard students and 154 XII standard students in Tirunelveli District.

TOOLS USED

1. Time management scale constructed and validated by the investigators (2011)
2. Total marks obtained in the quarterly examination of higher secondary students were considered as the academic achievement scores.

STATISTICAL TECHNIQUES USED

Statistical techniques such as mean, standard deviation and correlation were used.

ANALYSIS OF DATA

Null hypothesis 1

There is no significant difference between male and female higher secondary students in their time management.

TABLE 1
DIFFERENCE BETWEEN MALE AND FEMALE HIGHER SECONDARY STUDENTS
IN THEIR TIME MANAGEMENT

Gender	N	Mean	SD	Calculated 't' value	Table value	Remarks at 5% level
Male	132	73.27	8.20	3.47	1.96	S
Female	168	76.30	6.95			

It is inferred from the above table 1 that the calculated 't' value (3.47) is greater than the table value (1.96) at 5% level of significance. Hence null hypothesis is rejected. Therefore, it is concluded that there is a significant difference between male and female higher secondary students in their time management.

While comparing the mean scores of male ($m = 73.27$) and female ($m = 76.30$) higher secondary students, female students are better than male students in their time management.

Null hypothesis 2

There is no significant difference between rural and urban school higher secondary students in their time management.

TABLE 2
DIFFERENCE BETWEEN RURAL AND URBAN SCHOOL HIGHER SECONDARY STUDENTS IN THEIR TIME MANAGEMENT

Locality of the school	N	Mean	SD	Calculated 't' value	Table value	Remarks at 5% level
Rural	269	75.16	7.68	1.31	1.96	NS
Urban	31	73.26	7.42			

It is inferred from the above table 2 that the calculated 't' value (1.31) is less than the table value (1.96) at 5% level of significance. Hence null hypothesis is accepted. Therefore, it is concluded that there is no significant difference between rural and urban higher secondary students in their time management.

Null hypothesis 3

There is no significant difference between male and female higher secondary students in their academic achievement.

TABLE 3
DIFFERENCE BETWEEN MALE AND FEMALE HIGHER SECONDARY STUDENTS IN THEIR ACADEMIC ACHIEVEMENT

Gender	N	Mean	SD	Calculated 't' value	Table value	Remarks at 5% level
Male	132	69.34	11.51	1.42	1.96	NS
Female	168	67.27	13.32			

It is inferred from the above table 3 that the calculated 't' value (1.42) is less than the table value (1.96) at 5% level of significance. Hence null hypothesis is accepted. Therefore, it is concluded that there is no significant difference between male and female higher secondary students in their academic achievement.

Null hypothesis 4

There is no significant difference between rural and urban school higher secondary students in their academic achievement.

TABLE 4
DIFFERENCE BETWEEN RURAL AND URBAN SCHOOL HIGHER SECONDARY STUDENTS IN THEIR ACADEMIC ACHIEVEMENT

Locality of the school	N	Mean	SD	Calculated 't' value	Table value	Remarks at 5% level
Rural	269	67.75	12.84	2.02	1.96	S
Urban	31	71.87	9.45			

It is inferred from the above table 4 that the calculated 't' value (2.02) is greater than the table value (1.96) at 5% level of significance. Hence null hypothesis is rejected. Therefore, it is concluded that there is a significant difference between rural and urban school higher secondary students in their academic achievement.

While comparing the mean scores of urban school ($m = 71.87$) and rural school ($m = 67.75$) higher secondary students, urban school students are better than rural school students in their academic achievement.

Null hypothesis 5

There is no significant relationship between time management and academic achievement of female higher secondary students.

TABLE 5
RELATIONSHIP BETWEEN TIME MANAGEMENT AND ACADEMIC ACHIEVEMENT OF FEMALE HIGHER SECONDARY STUDENTS

No	Σx	Σy	Σx^2	Σy^2	Σxy	Calculated ' γ ' value	Table value	Remarks at 5% level
168	12660	11071	963150	763763	837450	0.179	0.138	S

It is inferred from the above table 5 that the calculated ' γ ' value (0.179) is greater than the table value (0.138) for 166 df at 5% level of significance. Hence null hypothesis

is rejected. Therefore, it is concluded that there is a significant relationship between time management and academic achievement of female higher secondary students.

FINDINGS

1. There is a significant difference between male and female higher secondary students in their time management. Female higher secondary students are better than male students in their time management.
2. There is no significant difference between rural and urban school higher secondary students in their time management.
3. There is no significant difference between male and female higher secondary students in their academic achievement.
4. There is significant difference between rural and urban school higher secondary students in their academic achievement. Urban school higher secondary students are better than rural school students in their academic achievement.
5. There is a significant relationship between time management and academic achievement of female students.

INTERPRETATIONS

1. The 't' test result reveals that female higher secondary students are better than the male students in their time management. This may be due to the fact that they do manage their time properly. They are very sincere and responsible in their work. So, they use their time effectively.

2. The 't' test result reveals that urban school higher secondary students are better than rural school students in their academic achievement. This may be due to the fact that the teachers who are working in urban schools are efficient and eminent. Students also get lot of opportunities to refer varies learning resources. So, the students may excel in their academic achievement.

3. Correlation analysis result reveals that there is a significant relationship between time management and academic achievement of female higher secondary students. This may be due to the fact that, female students more committed in their works than the male students. The habit of time management amidst the female students may help them in their academic achievement.

RECOMMENDATIONS

1. Parent-Teacher meeting may be conducted on a regular basis to understand the students' improvement in education over a period of time which may help both teachers and parents to identify the area of improvement required for students in education.
2. Teachers have to maintain their list of work to be completed or work done register and they have to try and complete all the work, within the stipulated time. Thus it would help teachers to lead and guide the students to maintain better time management.
3. Teachers have to train the students to prepare a to-do list on a daily basis and plan and workout the maximum task to be completed within the available of time period.
4. Train the students on an effective time management skills. Teachers should create interest in the management of time among male students by giving assignments and other classroom practicum.
5. Teachers have to brief the students on the following categories: Prioritization, Scheduling, Time Management Challenges, Goal setting, Self-Motivation, Concentration and Focus so as to develop their time management skills which in turn may yield a better academic achievement.

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