

TIME MANAGEMENT AND ACADEMIC ACHIEVEMENT AMONG HIGHER SECONDARY STUDENTS

Research
Paper

ABSTRACT

Time Management refers to managing time effectively so that the right time is allocated to the right activity. Time Management refers to making the best use of time as time is always limited. Effective time management allows individuals to assign specific time slots to activities as per their importance. Time Management plays a very important role not only in organizations but also in our personal lives. People who are always on time are the people who get promotions.

INTRODUCTION

Grades in university often depend on the completion of a range of tasks, including those with various deadlines, lengths and priorities. These multiple tasks, and then grades are determined by time and the quality of effort put in. Thus, grade point average would be expected to be influenced by time management skills (Britton & Tesser 1991). Time Management includes effective planning, setting goals and objectives, setting deadlines, delegation of responsibilities, prioritizing activities as per their importance and spending the right time on the right activity. One of the biggest differences between middle school and higher secondary is the need to effectively manage time. If students are able to manage time effectively at the higher secondary level, they have a definite advantage over those students with many challenges facing them during that stage who do not know how to manage their time effectively.

RATIONALE FOR THE STUDY

Time is precious and the person who knows the art of managing his time will be successful in life. The key to time management is being aware of which activities are most likely to yield the most important outcomes. Some students invariably overcommit themselves and grow frustrated because they are unable to manage multiple activities. An individual lands himself in many critical situations by not being able to manage time. The technique of time management helps him to identify when his time is wasted, and learns how to cope in critical situations. Another important factor that underscores the need for time management techniques is to realize that time is not adaptable. One has to consciously adapt and change oneself in order to be time effective. This technique helps one to analyze one's personality, habits and short comings.

It helps students to manage time during the higher secondary examination when they need to handle several tasks to achieve their goal.

REVIEW OF RELATED LITERATURE

Cemaloglu, Necati; Filiz, Sevil (2010) determined the relationship between the time management skills and the academic achievement of students who are potential teachers studying in faculties of education. The research was conducted among 849 graduate students at Gazi University. The "Time Management Questionnaire" was used in the research. The results of the research were analyzed by using arithmetical mean, standard deviation, simple correlation, and regression analysis techniques. There was a significant and positive relation between time planning and time consumers and the academic achievement of the students.

Swart, Arthur James; Lombard, Kobus; de Jager, Hen (2010) studied the poor academic success of African students. The case study of this article involves a design module termed Design Projects III, where the empirical study incorporated an "ex post facto" study involving a pre-experimental/exploratory design using descriptive statistics. The results of this study were applied to various tests, which indicated no statistically significant relationship between time management skills and the academic achievement of African students.

OBJECTIVE

To examine the difference in time management and academic achievement owing to differences in Gender, Region, Medium of instruction, Type of school.

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HYPOTHESES

1. There is no significant difference in time management owing to differences in Gender, Region, Medium of instruction and Type of school.
2. There is no significant difference in academic achievement owing to differences in Gender, Region, Medium of instruction and Type of school.
3. There is no significant relationship between Time management and Academic achievement.

DESIGN OF THE STUDY

The present investigation on time management and academic achievement has been designed as a descriptive study.

Tool

Time management competency scale developed and standardized by D.N. Sansanwal, (2010) is used to measure the time management competency of the students. The tool consists of 36 statements each having 5 alternative answers. The Test-Retest reliability coefficient of the tool was found to be 0.72 while Split-half reliability coefficient was found to be 0.96.

Sample

The sample for the study was selected randomly. A representative sample of 460 students in XI and XII standard were selected from schools in and around Chennai of whom 250 were boys and 210 were girls.

Statistical analysis and Interpretation

't' test, one-way analysis of variance and correlation were used for analyzing and interpreting the data.

Table 1

TIME MANAGEMENT WITH RESPECT TO GENDER, REGION AND MEDIUM OF INSTRUCTION

Variable	Cate gory	N	Mean	Standard deviation	Degree of freedom	Critical ratio	Re mark
Gender	Male	250	116.18	13.665	458	1.061	NS
	Female	210	117.53	13.393			
Region	Urban	213	118.36	13.261	458	2.303	S
	Rural	247	115.45	13.666			
Medium of Instruction	English	226	118.1	11.968	458	2.306	S
	Tamil	234	115.54	14.824			

Table 1 shows that there is no significant difference between time management and gender. Since the calculated t-value with respect to region and medium of instruction is greater than the table value at 0.05 level of significance there is a significant difference with respect to region, management and medium of instruction. Urban students and English medium students show better time management competency in comparison to rural and Tamil medium students respectively.

Table 2

TIME MANAGEMENT WITH RESPECT TO DIFFERENT TYPES OF SCHOOL

Variable	Source	Degree of freedom	Sum of squares	Mean Squares	'F' ratio	Re mark
Type of school	Between groups	2	28.103	14.052	0.076	NS
	Within Groups	457	84160	184.158		

Since the calculated 'F' value 0.076 is less than the table value of 3.02 at 0.05 level, there is no significant difference between time management and type of school.

Table 3

ACADEMIC ACHIEVEMENT WITH RESPECT TO GENDER, REGION AND MEDIUM OF INSTRUCTION

Variable	Cate gory	N	Mean	Standard Deviation	Degrees of freedom	Cri tical ratio	Re mark
Gender	Boys	250	320.4	85.766	458	9.32	S 0.01
	Girls	210	385.5	58.635			
Region	Rural	213	342.6	69.516	458	1.86	NS 0.01
	Urban	247	356.7	89.865			
Medium of Instructio	Tamil	226	306.5	70.51	458	13.3	S 0.01
	English	234	392.3	67.732			

Since the calculated 't' value 9.320 is greater than the table value 2.58 at 0.01 level of significance there is a significant difference between academic achievement and gender. Girls show a better performance than boys. Since the calculated t value 13.311 is greater than the table value 2.58 at 0.01 level of significance there is a significant difference between academic achievement and medium of instruction. English medium students show a better performance than Tamil medium students. There is no significant difference between academic achievement and region.

Table 4

ACADEMIC ACHIEVEMENT WITH RESPECT TO DIFFERENT TYPES OF SCHOOL

Variable	Source	Degree of freedom	Sum of squares	Mean Squares	'F' ratio	Significance level
Type of school	Between groups	2	1587161.930	793580.965	250.7	S 0.01
	Within Groups	457	1446632.244	3165.497		

Since the calculated 'F' value 250.697 is greater than table value of 4.56 at 0.01 level, there is a significant difference between academic achievement and type of school.

POST HOC TEST

Table 5

MULTIPLE COMPARISON OF ACADEMIC ACHIEVEMENT OF STUDENTS BELONGING TO DIFFERENT TYPES OF SCHOOL

Type of school	Mean Diff.	Std. error	Remark
Govt Vs Aided	113.992	5.675	NS
Govt Vs Private	124.408	7.202	NS
Aided Vs Private.	10.416	6.361	NS

The computed mean difference present in the table indicates significant difference in academic achievement. Among the students from Government and Aided schools, academic achievement favours Aided school students. Among the students from Government and Private schools, academic achievement favours private school students. Among the students from Aided and Private schools, academic achievement favours private school students. It shows that the private school students perform better in their academic achievement than other school students.

Table 6

CORRELATION BETWEEN TIME MANAGEMENT AND ACADEMIC ACHIEVEMENT

Variables	N	r	Level of significance
Time Management and Academic Achievement	460	0.145	S

There exists a low positive relationship between Time Management and Academic Achievement.

CONCLUSION

At the higher secondary stage students must balance their personal life with their studies, as it is the most crucial part of their life wherein they prepare for their future. Some students invariably over commit themselves and grow frustrated because they are unable to complete their tasks. It's essential that the students understand the importance of being on time. The present study reveals that Urban students and English medium students have better Time management competency than Rural and Tamil medium students. This may be due to the support and guidance they receive from their parents and teachers. The school and home environment enables them to complete their tasks on time.

The present study also reveals that girls are better than boys in academic achievement. Female students show higher academic achievement perhaps because they are more adaptable, hardworking and are more achievement oriented. The medium of instruction plays a vital role in academic interest. The English medium students acquire information from several sources and are more achievement oriented. The study also shows that there is a low positive correlation between time management and academic achievement. The teacher can help the students to complete their tasks on time by training them in various techniques of time management.

REFERENCE

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