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TIME MANAGEMENT AND ACADEMIC ACHIEVEMENT: A RELATIONSHIP STUDY OF SECONDARY STUDENTS

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ABSTRACT

Objective of this study is to find out the relationship between time management and academic achievement of secondary student. Sample comprised 166 students of class ninth and tenth students of government inter collage Pauri and Saint Thomas school Pauri, Uttarakhand. Sample was selected by random sampling. The time management attitude of secondary students was assessed via their score on a time management competency scale by D.N. Sananwal and Meenakshi Parashar. Scores for academic achievement were taken from school records. Statistical methods used were Mean, Standard deviation, Karl-Pearson coefficient correlation and t-test. There is positive and moderate correlation between time management and academic achievement of students of government and private school.

KEYWORDS: Time-management, academic achievement.

INTRODUCTION

Students are builders of nation. The outcome of education is academic achievement. A number of factors have been identified to be capable of influencing the academic performance of secondary school students. Such factors according to Eweniyi (2002) may be students' internal state of mind, intelligence, state of health, anxiety, teacher's motivation and their environment. Availability of suitable learning environment, adequacy of educational infrastructure like text books, library and well equipped laboratories. Clemens and Deike (1967) had earlier attributed to causes of poor academic performance to a combination of personal and institutional factors. Personal factors relate to individual intelligence, knowledge and ability. The teacher related factors teacher/student rapport, accommodation and living conditions. Time management is very important factor which affects the academic achievement of students.

TIME MANAGEMENT

The concept of time management comes from Taylor's (2011) early analysis of motion and time studies of works. Father of scientific management formalized the principles of scientific management and rational efficiency in the beginning of industrial era. He pointed out the key factors of productivity or standardizing work, tool and maintenance techniques for scientific management, hence a great decision of work tasks in to different action and the timing of each action based on repeated stopwatch studies. Taylor's aim was to reduce unproductive work tasks and reduce the amount of allocated to waste. The goal of time and motion studies was becoming more efficient. 'Time' that Taylors considers approximately 100 years ago as the determinative factors of efficiency is now a concept that has to be emphasized by people today having to keep up with evolving and improving economic situations. We can say that if competitions get even more intense, the most powerful source of competitive advantage is Time.

Time management refers to the way that you organized and plan how long you spend on specific activities. Time management constitutes one of the most traditional topics in the field of education. Occupying a central position in the courses and numbers of handbooks on study skill, as one of the most frequent complaints made by students about their teacher is that they do not have enough time to carry out all the tasks assigned to them is indifferent academic courses, both in high schools as well as in college. The student usually point out that there are many classes, projects, assignments, exam preparation etc. that require constant dedication over a long period of time (Garcia and et al 2004). In trying to read all books and chapters assigned and to participate in extracurricular activities, student may become overburdened with feeling that time is not enough time to complete their work adequately.

Time management has a positive impact on academic achievement, a positive impact on motivation and on work time, performance. The highest achiever manage their time exceptionally well by using the time management techniques, we can improve our ability to function more effectively even when time is tight and pressure are high. Good time management requires an important shift in focus from activities to result: being busy is not the same as being effective spending your day in a frenzy of activity often achieve

less because you are dividing your attention between so many different tasks. Good time management let you work smarter – not harder so you get more done in less time.

Time is a resource that affects all aspects of human Endeavour's. It is a factor that affects all stakeholders in educational sector – students, teachers, administrators, supervisors etc. according to Ekundayo, et.al., (2010) instances now abound where teacher complain lack of time to do certain things which they would have done. A good teacher must make effective use of time for everything he plans to do. Olaniyi (1998) opined that the most important asset of teachers should possess is the skill in managing his time. Such skills will enable the teacher to devote a balanced attention to interpersonal relation and production (Ekundayo et al 2010) Naglieri and Gottling (1997) stated that a maximization of the use of time for academic activities is required to enhance students academic performance and attitudes.

The key steps for successful time management are as follows

- Set realistic goals
- Get organized
- Relax and recharge
- Delegate
- Stop feeling guilty

OBJECTIVE OF STUDY:

- To compare the time management of students of government school and private school .
- To compare the time management of girls and boys.
- To study the relationship between time management and academic achievement of students on the basis of gender and types of school.

HYPOTHESIS:

- There is no significant difference between time management of students of government and private school.
- There is no significant difference between time management of girls and boys.
- There is no significant relationship between time management and academic achievement of students of government school.

- there is no significant relationship between time management and academic achievement of students of private school.

RESEARCH METHODOLOGY:

Research method—survey research method used in this study.

Population of the study—students of class ninth and tenth of government and private school.

Sample – sample of study comprised 166 students of class ninth and tenth of government inter collage Pauri and Saint thomas school pauri ,uttarakhand

Tool –the time management attitude of secondary students were assed via their scores on a time management competency scale by D.N. sananwal and Meenakshi parashar. Score for academic achievement were taken from school records.

Data collection- Data was collected from the students of class ninth and tenth of government school Pauri and Saint Thomas school Pauri.

Administration of tool-The students were asked to read each statement carefully and think to what extent they agreed or disagreed or undecided with statements. By keeping this in mind, out of five given alternatives, one alternative was to be selected by putting a tick mark. There was no time limit but student took about 50min. The time management competency scale was distributed to 166 students.

STATISTICAL METHOD USED: for the analysis of data mean, S.D., correlation coefficient, t-test were used.

Table 1 Time management of students of government and private School

Scores	Interpretation	Students of govt. school	students of private school
Up to 45	Very poor time management competency	-	-
Between 45-90	Poor time management competency	-	2
Between 90-135	Good time management competency	38	101
Above 135 scores	Excellent time management competency	6	19

Table-1 shows that 86.36% students of government school have good time management and 13.64% students have excellent time management while 1.64% students of private school have poor time management and 82.79% students have good time management and 15.57% students have excellent time management.

Table 2: Comparison between time management of girls and boys

Scores	Interpretation	No. of girls	No. of boys
Up to 45	Very poor T.M .C.	-	-
Between 45-90	Poor T.M. C.	-	2
Between 90-135	Good T.M. C.	59	80
Above 135	Excellent T.M.C.	17	8

Table-2 shows that 77.63% girls have good time management and 22.37% girls have excellent time management while 2.23% boys have poor time management 88.88% boys have good time management and 8.89% boys have excellent time management.

Relationship between time management and academic achievement of students on the basis of gender and types of school.

Table 3: On the basis of gender

Variable	Mean	S.D.	Correlation
Time management of girls	70.37	6.49	+.27
Academic achievement of girls	66.31	15.43	
Time management of boys	65.08	8.34	+.20
Academic achievement of boys	53.11	14.32	

Table-3 shows that There is positive and moderate correlation between time management and academic achievement of girls while positive and low correlation between time management and academic achievement of boys.

Table 4: on the basis of types of school

variable	Mean	S.D.	Correlation
Time management of students of government school	68.017	7.530	+.41
Academic achievement of students of government school	50.56	14.18	
Time management of students of private school	67.32	8.15	+.34
Academic achievement of students of private school	62.25	15.80	

Table-4 shows that There is positive and moderate correlation between time management and academic achievement of students of government and private school.

TEST OF HYPOTHESIS:

- There is no significance difference between time management of students of government and private school.

Table 5: Data related to Test of Hypothesis

school	No. of students	Mean	S.D.	df	t-value	Level of Sign.	Result
Government school	44	68.017	7.530	164	0.41	.05 Level =2.00	Not significant
Private school	122	67.32	8.15				

Table-5 shows that there is no significance difference between time management of students of government and private school.

Table 6: Data related to Time management of Boys and Girls

Student	No. of students	Mean	S.D.	df	t-value	Level of Signi..	Result
Girls	76	70.37	6.49	164	3.69	0.05 =2.00	significant
Boys	90	65.08	8.34				

Table-6 shows that there is significant difference between time management of boys and girls.

Table7: Data related to Time Management and Academic Achievement of govt. school

No. of Students	Correlation coefficient	t-value	Df	Level of significance	Result
44	0.4178	3.28	42	0.05 level =2.02	Significant

Table-7 shows that there is significant relationship between time management and academic achievement of students of government school.

Table 8: Data related to Time Management and Academic Achievement of private school

No. of student	Correlation coefficient	t-value	df	Level of significance	Result
122	0.34	4.20	120	0.05 level =1.98	Significant

Table-8 shows that there is significant relationship between time management and academic achievement of students of private school.

Findings:

- 86.36 % students of government school have good time management and 13.64% students have excellent time management.

- 1.64% students of private school have poor time management and 82.79% students have good time management and 15.57% students have excellent time management.
- 77.63% girls have good time management and 22.37% girls have excellent time management.
- 2.23% boys have poor time management and 88.88% boys have good time management and 8.89% boys have excellent time management.
- There is significant relationship between time management and academic achievement of students of government school
- There is significant relationship between time management and academic achievement of students of private school.
- There is not significant difference between time management of students of government school and private school.
- There is significant difference between time management of girls and boys.
- There is positive and moderate correlation between time management and academic achievement of students of government and private school.
- There is positive and moderate correlation between time management and academic achievement of girls and positive and low correlation between time management and academic achievement of boys.

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