

## A STUDY ON TIME MANAGEMENT OF HIGHER SECONDARY STUDENTS

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### **Abstract**

*The present study is entitled as “A study on Time management of higher secondary students”. The values present an everyone of us may be found to have varying capacities and abilities with regard to one's dealing with emotions. The purpose of the present study was to find out the Time management and Achievement in English of higher secondary students. The research type was a survey method, which consists of purposive sampling of 300 higher secondary students in Virudhunagar district. The interpretation of data was done with statistical methods in percentage analysis, mean, standard deviation and ‘t’-test. The findings reveal that there is a significant difference between male and female higher secondary students in their Time management.*

**Keywords:** *Time management, higher secondary students, Descriptive, Survey method and SPSS.*

### **Introduction**

Education aims at the harmonious development of students. The development in terms of cognitive, affective and psychomotor is to be maximized. The trend has shifted from mere cognitive development to non-cognitive as well as cognitive development. Earlier general and conventional intelligence was focused but due to the birth of concept time management, it is thought that total personality development of an individual symbolizes the integration of conventional intelligence and time management. Time management speaks about empathy and relationships. It matters more than general intelligence. It is affective in nature and involves skills like interpersonal and intrapersonal skills. Introduced by Mayer and Salovey, time management got international recognition through Daniel Goleman's work. It is the capacity to recognize our own feelings and those of others for motivating ourselves and for managing emotions well in us and in our relationships. There is right now a tendency to consider schools as organic wholes that develop and create, and inside which every one of the on-screen characters, their activities and their insight are interrelated and connect with the encompassing condition, this organic analogy for organizations is taken up by the individuals who try to build the proficiency of schools as spots of learning. In addition to other things, in drawing a parallel with the working of living organisms, they stress interior correspondence and specifically the effect of day-by-day negotiations between the on-screen characters concerning available resources of running the school. They contend that just a far more noteworthy collaboration between every one of the on-screen characters can prompt genuine improvement of school performances. They additionally observe the school as a spot where

students can get the hang of something of their future social conduct from these trades. However, they hold back before indicating the requirement for an increasingly deliberate way to deal with certain skills identified with understanding emotions in one and in one's relationships with others.

### **Significance of the Study**

Education aims at the harmonious development of students. The development in terms of cognitive, affective and psychomotor is to be maximized. The trend has shifted from mere cognitive development to non-cognitive as well as cognitive development. Earlier general and conventional intelligence was focussed but due to the birth of concept time management, it is thought that total personality development of an individual symbolizes the integration of conventional intelligence and time management. Time management speaks about empathy and relationships. It matters more than general intelligence. It is affective in nature and involves skills like interpersonal and intrapersonal skills. Introduced by Mayer and Salovey, time management got international recognition through Daniel Goleman's work. It is the capacity to recognize our own feelings and those of others for motivating ourselves and for managing emotions well in us and in our relationships. There is right now a tendency to consider schools as organic wholes that develop and create, and inside which every one of the on-screen characters, their activities and their insight are interrelated and connect with the encompassing condition, this organic analogy for organizations is taken up by the individuals who try to build the proficiency of schools as spots of learning. In addition to other things, in drawing a parallel with the working of living organisms, they stress interior correspondence and specifically the effect of day-by-day negotiations between the on- screen characters concerning available resources of running the school. They contend that just a far more noteworthy collaboration between every one of the on-screen characters can prompt genuine improvement of school performances. They additionally observe the school as a spot where students can get the hang of something of their future social conduct from these trades. However, they hold back before indicating the requirement for an increasingly deliberate way to deal with certain skills identified with understanding emotions in one and in one's relationships with others. With this background the investigator coined entitled as on **‘A STUDY ON TIME MANAGEMENT OF HIGHER SECONDARY STUDENTS’**.

### **Objectives of the Study**

1. To find out the level of Time management of higher secondary students.
2. To find out the level of Time management of higher secondary students with respect to gender.
3. To find out the level of Time management of higher secondary students with respect to residence

### **Null Hypothesis**

1. There is no significant difference in Time management of higher secondary students with respect to gender.

- There is no significant difference in Time management of higher secondary students with respect to residence.

### Delimitations

- The time management consists for the study.
- The study was limited only to higher secondary students in Virudhunagar.
- The sample was limited to 300 higher secondary students.

### Methodology

A descriptive survey method was adopted by the researcher to conduct this study.

### Population for the Study

The population for the present study is higher secondary students in Virudhunagar district.

### Sample for the Study

The sample size is 300 high and higher secondary students from 10 schools in Virudhunagar district.

### Tool

Time management scale constructed and validated by investigator and guide (2022).

### Statistical Techniques

Percentage, Mean, standard Deviation, 't' test and correlation.

### Analysis of Data

#### Objective: 1

To find out the level of Time management of higher secondary students with respect to gender.

**Table 1 Level of Time Management of Higher Secondary Students with Reference to Gender**

Gender	Low		Moderate		High	
	No.	%	No.	%	No.	%
Male	57	33.3	80	46.8	34	19.9
Female	7	5.4	97	75.2	25	19.4

It is inferred from the above table that 33.3% of the boy higher secondary students have low, 46.8% of them have moderate and 19.9% of them have high level of Time management. 5.4% of the girl higher secondary students have low, 75.2% of them have moderate and 19.4% of them have high level of Time management.

#### Objective: 2

To find out the level of Time management of higher secondary students with respect to residence.

**Table 2 Level of Time Management of Higher Secondary Students with Reference to Residence**

Residence	Low		Moderate		High	
	No.	%	No.	%	No.	%
Day-scholar	39	29.3	36	27.1	58	43.6
Hosteller	25	15.0	141	84.4	1	0.6

It is inferred from the above table that, 29.3% of higher secondary students who are coming as day-scholars have low, 27.1% of them have moderate and 43.6% of them have high level of Time management. 15.0% of students who are coming from the hostel have low, 84.4% of them have moderate and 0.6% of them have high level of Time management.

### Null Hypothesis: 1

There is no significant difference in Time management of higher secondary students with respect to gender

**Table 3 Significant Difference between Boy and Girl of Higher Secondary Students in their Time Management**

Gender	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Male	171	1.78752	32.51476	1.706	NS
Female	129	1.85022	30.13808		

*(At 5% level of significance, for df 298, the table value of 't' is 1.96)*

It is inferred from the above table that calculated 't' value (1.706) is less than the table value (1.96) for df 298 at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference between boy and girl higher secondary students in their Time management.

### Null Hypothesis: 2

There is no significant difference in Time management of higher secondary students with respect to residence

**Table 4 Significant Difference between Day-Scholar and Hosteller Higher Secondary Students in Their Time Management**

Residence	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Day-scholar	133	1.95812	38.43120	7.671	S
Hosteller	167	1.70012	18.14234		

*(At 5% level of significance, for df 298, the table value of 't' is 1.96)*

It is inferred from the above table that calculated 't' value (7.671) is greater than the table value (1.96) for df (298) at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference between day-scholar and hosteller higher secondary students in their Time management.

## Major Findings

### Descriptive Analysis

1. 21.3% of the higher secondary students have low, 59.0% of them have moderate and 19.7% of them have high level of Time management
2. 19.7% of them have high level of Time management
3. 33.3% of the boy students have low, 46.8% of them have moderate and 19.9% of them have high level of Time management.
4. 5.4% of the girl students have low, 75.2% of them have moderate and 19.4% of them have high level of Time management.
5. 29.3% of higher secondary students who are coming as day-scholars have low, 27.1% of them have moderate and 43.6% of them have high level of Time management.

### Inferential Analysis

1. There is no significant difference between boy and girl higher secondary students in their Time management.
2. There is significant difference between day –scholar and hosteller higher secondary students in their Time management.

### Interpretation

The 't' test result shows that there is significant difference in Time management of higher secondary students with respect to residence. The mean values of hosteller students are better than the day-scholar students in their environmental education. This may be due to the fact that the hosteller may have participated in tree planting campaign in and around their schools and residential areas.

### Recommendations of the Study

1. The present study will act as a guiding light to educational policy makers, teachers, students, parents and guidance and counselling workers to enable underachieving students to attain standards of excellence in life according to their intelligence level through time management training programme.
2. By enhancing the study habits and study attitudes of underachieving students, educators can not only eliminate academic alienation among such students, but in turn, can also raise the level of academic performance and move towards a brighter future, as proved by the present study. Later, they can contribute positively towards nation building.

### Suggestions of the Study

The following are the suggestions for further research studies.

1. The study can be extended by adopting other ways of quantitative analysis techniques viz., path analysis, factor analysis etc., which are the extensions of regression analysis to do the in-depth analysis of Academic Achievement.

2. The study can be extended by adopting mixed approach of qualitative research methods as well as quantitative to know more reasons for the significant predictors in predicting academic achievement of secondary students.

### **Conclusion**

In the present study, it is found that there is significant difference between male and female higher secondary students in their time management. Female are better than male higher secondary students in their time management. There is significant difference between rural and urban higher secondary students in their time management. Urban students are better than rural students in their time management and also found that there is significant difference between nuclear and joint family higher secondary students in their time management. Joint family students are better than nuclear family students in their time management.

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