

## TIME MANAGEMENT COMPETENCY IN RELATION TO ACADEMIC ACHIEVEMENT OF SENIOR SECONDARY SCHOOL STUDENTS

**Dr.(Mrs) Parveen Sharma\* & Priya\*\***

### ABSTRACT

*Time Play vital and crucial role in life and education of an Individual. Academic Achievement of a student is also related with his/her management of time. In this present study effort has been done to find the relationship between academic achievement and the time management competency of school students. A sample of 100 students (50 Boys and 50 Girls) was taken. Time Management Competency Scale by D.N. Sansalwal and Meenakshi Parasher was applied. Marks of 10th class have been considered for their Academic Achievement. Mean, SD, and Pearson's correlation was applied. A significant relationship was found between Time Management Competency and Academic Achievement of students.*

### INTRODUCTION

The nature of education is dynamic since the inception of mankind. It has gone under many changes according to the changing needs, aspiration and conditions of the country. It is said that education is a lifelong process and goes from birth to death. It is an education gone from womb to tomb, which evidently reveals its dynamic nature. Moreover, education is very essential for human beings. It provides vision and the sense of discrimination among them.

Time play vital and crucial role in life and education and in the development of personality. Time is money. It is very precious. Once it is gone, it can never be regained. It has got a flying nature. We are not in a position to create more time and that is why we have to use it carefully. To utilize their leisure time in a proper way is very important for success. So, every individual has the ability to manage his/her time.

While distributing the wealth, happiness, health etc., god has discriminately distributed the same unevenly. But it is the time that is evenly distributed among all weather one is a prime minister of a country or a common citizen. Time passes fast when you are busy, pursuing one's interest and having a good time. On the other hand, time passes slowly when one is free or waiting for someone or doing some unwanted task. Thus time management competency scale

was developed to help people to know the extent to which they can manage the available time efficiently.

### OPERATIONAL DEFINITION OF THE TERMS USED

#### **(1) Time management:-**

The management is a very comprehensive term. Different people enumerated the meaning of time in different ways. Time is money. It is very precious. Once it is gone, it can never be regained. A person should have the quality to manage his/her time. Time Management is a systematic pre planned aspect of life.

#### **(2) Academic achievement:-**

Academic achievement means the attainment gained by student in class. Here it will mean the marks achieved by the student in their board examination.

In the era of tough competition, it is the performance of students on the basis of which they are bracketed good are poor, intelligent or slow which further decides their faith or luck. So, it becomes increasingly important to perform better in all aspect of life particularly in examination to progress in life. Achievement is something gained by some person in different fields like academic, sports, economics, politics etc.

According to dictionary of Psychology (Chaplin 1965), "Educational or academic

\*Associate Professor, Hindu College of Education, Sonipat (Haryana)

\*\*M.Ed. Student

achievement is a specified level of attainment or proficiency in academic work as evaluated by the teachers, by standardized test or by a combination of both.”

### OBJECTIVES OF THE STUDY

The present study was based on the following objectives:

- 1) To study the Time Management Competency of the Sr. Secondary School Students.
- 2) To study Academic Achievement of the Sr. Sec. School Students.
- 3) To study relationship between Time Management Competency and Academic Achievement of Sr. Sec. School Students.
- 4) To study Time Management Competency in relation with Academic Achievement of Boys Students.
- 5) To study Time Management Competency in relation with Academic Achievement of Girls Students.

### HYPOTHESES OF THE STUDY

To carry out the present study, the following null hypotheses were formulated:

- 1) There is no significant relationship between Time Management Competency and Academic Achievement of Sr. Sec. School Students.
- 2) There is no significant relationship between Time Management Competency and Academic Achievement of Boys Students.
- 3) There is no significant relationship between Time Management Competency and Academic Achievement of Girls Students.

### DELIMITATIONS OF THE STUDY

The present piece of research deals with the time management competency and academic achievement of Sr. Sec school students which is very wide field of research. It is very difficult rather impossible to cover whole of it in a single study.

1. The survey was carried out only on the Sr. Sec. School Students.
2. The survey was carried out only in the Gannaur city.

### PROCEDURE OF THE STUDY

In order to carry out the present study the investigator had adopted the following procedure:-

1. Methodology.
2. Sample selection.
3. Tools used.
4. Scoring.
5. Statistical techniques used.

### METHODOLOGY

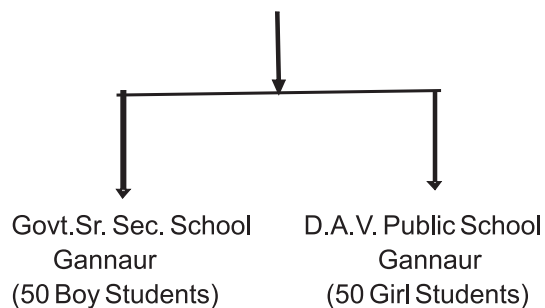
It is important that anything to be done properly must be planned before start. This helps the researcher to proceed directly without confusing with the inconvenient events. This part of the proposal outlines the entire research plan. It describes just what must be done, how it will be done, what data will be needed and what data will be selected and how all the data will be analyzed.

The purposive survey method was used to study the problem referring to the study of time management competency of senior secondary school students of Gannaur city.

### SAMPLE

The total sample for the study comprises of 100 students (50 boys and 50 girls) from two Sr. Sec. schools. The schools included in the sample were located in the Gannaur city.

### SAMPLE



### TOOLS USED

For collecting the data, a researcher may use variety of devices keeping in view the need of study. Therefore selection of appropriate tool is of

vital importance for collection of data which depends upon various considerations such as objective of the study, availability of suitable tests and scales, competencies of the investigator to administer, score and interpret the data. Data was collected with the help of following tools:-

- I. Time Management Competency Scale by D.N. Sansanwal and Meenakshi Parashar.
- II. Achievement on the basis of marks of X class.

### SCORING

After collecting the data scoring has been done. The answers of the item given by students were scored by the investigator with the help of evaluative criteria laid down in the manual for Time Management Competency Scale (T M C S).

### STATISTICAL TECHNIQUES USED

The raw scores obtained from study habit inventory and achievement test were tabulated in frequency distribution table analyses the data by following techniques:-

1. Mean (M)
2. Standard Deviation
3. Pearson's correlation method

### DATA ANALYSIS

**Table .1: Mean and S.D. of time Management Competency of Boy and Girl Students of XI Class.**

Variables	No. of Students	Mean	SD ( $\sigma$ )
Boys	50	70.90	6.12
Girls	50	72.92	6.28

**Table-2: Mean and S.D. of Academic Achievements of Boy and Girl Students of XI class.**

Variables	No. of Students	Mean	SD ( $\sigma$ )
Boys	50	67.56	7.90
Girls	50	69.56	8.03

**Table-3: The Correlation between time management competency and academic achievement of boy students of XI class.**

Variables	No. of Students (Boys)	Mean	SD ( $\sigma$ )	$r^2$ value	Level of Significance	
					.01	.05
Time Management Competency	50	70.90	6.12	.71	SIGNIFICANT	SIGNIFICANT
Academic Achievement	50	67.56	7.90			

**Table-4: The Correlation between time management competency and academic achievement of girl students of XI class.**

Variables	No. of Students (Girls)	Mean	SD ( $\sigma$ )	$r^2$ value	Level of Significance	
					.01	.05
Time Management Competency	50	72.92	6.28	.72	SIGNIFICANT	SIGNIFICANT
Academic Achievement	50	69.56	8.03			

### MAIN FINDINGS

1. There is significant relationship between time management competency and academic achievement of boys of Sr. Sec. school.
2. There is significant relationship between time management competency and academic achievement of girls of Sr. Sec. school.

### CONCLUSION

From the above findings we can conclude that time management competency of girls of senior secondary school are higher to the time management competency of boys. And also time management competency have good impact on the academic achievement of students.

### EDUCATIONAL IMPLICATIONS

Generally it is proven fact that time management competency of the learner enabled him to take

active part in the teaching learning process. If students are aware about their time management, they can willingly involve themselves in the learning process. Thus knowledge of time management of students can help the teacher as well as learner immensely to improve the teaching and learning. Therefore students and teachers can be highly benefited with the knowledge of time management competency. For proper successful adjustment in college, for effective learning habits and satisfying academic achievements, time management play an important role.

### SUGGESTIONS FOR FURTHER STUDIES

The present investigation like most others was limited in both scope and objectives. The analysis of data used in the study has pointed out time management competency. Some of the suggestions for further research in the areas are given below:-

- 1) The study may be conducted on the state level.
- 2) The study can also be done with more variable such as in relation to academic achievement, socio-economic status, intelligence, motivation etc. for more meaningful interpretation of the data.
- 3) The study can be conducted on a large sample.
- 4) Several other correlations of achievement, time management and attitude can be analyzed.
- 5) Standardized achievement tests and time management performance may be used.

As the present study was considered in schools of Gannaur city. Similar study can be conducted in other areas also.

### BIBLIOGRAPHY

- Allport G.W. A Psychological Interpretation, New York Holt (1937).
- Best, John W., Khan James V. (1992) Research in Education Prentice Hall of India Ltd., Sixth Edition, and New Delhi.
- Buch, M.B. (1991) Fourth Survey Of Research in Education, Vol.I, NCERT, New Delhi.

Carter V. Good (1959), Foundation of Education, Dictionary of Education, Megrew Hill Book, New York.

Chatterji P.S. (1983), A comparative study of personality, intelligence and achievement motivation of students in different academic groups, Ph.D, Education, Patna University.

Dhaliwat A.S. A study of some factors contributed to the academic success and failure among high school students personality correlates of academic and achievement.

Joseph L. Massie (2009) Essentials of Management fourth edition, University of Kentucky. PHI Learning Private Limited, New Delhi.

Kohli T.K. (1977) Characteristics behavioral environment correlates of Academic Achievement, A Review Research Bulletin (Art).

Managerial Effectiveness, Managing the Self and Others The ICFAI Center for Management Research, Road # 3, Banjara Hills, Hyderabad 500 034.

Walia J.S. (1987) Foundation of Educational Psychology, Paul Publication N.H. Gopal Nagar, Jalandhar City.

### REVIEWS

Indian Educational Review Research Journal, 1979 Vol. XIV, No.23.

Indian Education Review Vol. XXI October, 1986.

Indian Psychological Review, Vol.44, No. 9-10, Sep-Oct, 1995.

Maharshi Dayanand University, Research Journal (Arts) Vol. 11, No. 2, October 2012.

### SOURCE

[www.DOAJ.COM](http://www.DOAJ.COM)

[www.SOOPLE.COM](http://www.SOOPLE.COM)

[www.Mahatmagandhi online library.com](http://www.Mahatmagandhi online library.com)

[www.digital library](http://www.digital library)