

A Study of Time Management Competency among School Students of Jashpur District

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ABSTRACT

The present study was undertaken to examine the time management competency of school students of Jashpur district. For that, 80 students were selected randomly from various government schools of Jashpur district and time management competency scale and Personal Data Questionnaire (PDQ) was used to examine Time management competency. The objective was (i) To examine the extent of time management competency among school students. The findings are (i) Most of the school students had good time management competency, and (ii) Most of the Hindu and Muslim school students had good time management competency, and (iii) Most of the boy and girl school students had good time management competency, and (iv) Most of the class 10 and 12 school students had good time management competency.

Keywords: Time management competency, Religion, Gender and Level of Education

The term "time management" refers to using time efficiently and acting appropriately at all times. Effective time management is essential for completing tasks within the allotted time frame and also boosts an individual's productivity.

To accomplish goals ahead of schedule and leave their mark on the company, employees must learn how to effectively manage their time at work. A person who appreciates time is never overworked and makes the most of each and every moment. The following are some reasons why time management is crucial in corporations:

Every organization works on deadlines.

Time management enables people to complete their work in the allotted amount of time and to remain stress-free and unwind throughout the day. Time management enables you to schedule specific times for all of your daily tasks at work.

a) Time Management helps an individual to prioritize things.

An employee needs to be aware of what is urgent and important at any given time. Being overworked at work causes frustration and eventually results in a loss of interest in the job.

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You are not able to accomplish everything. Start the day by completing everything that is urgent and important before moving on to something that can wait until later. Understand what matters to you. Establish time slots for activities based on their importance and make an effort to stick to them.

b) Effective Time Management makes you a favourite amongst your superiors, clients as well as fellow workers.

Do not leave work unfinished on your end. Complete tasks as they become due. Neglecting important issues is useless. No matter what, you have to do it. Find a solution by talking to your coworkers or your direct superior. Time management enables you to finish tasks as soon as they are required.

c) Managing time well helps an employee to plan his career path effectively.

Doing things on time enables you to advance in your career as quickly as possible. Employees who only complete tasks for the sake of completing them and disregard due dates are never treated seriously at work. They are the ones who constantly gripe about having too much work to do.

d) Time Management makes you an organized individual.

Things must be kept in their proper places. Do not keep piles of files and paper on your desk. Not only does it make your workspace appear cluttered, but it also takes up half your time looking for crucial files, folders, and other items. People should prefer writing on notepads over unstructured paper.

e) Effective Time Management helps an individual to identify the time wasters at the workplace.

Spending time on useless activities that have no purpose is foolish. Nobody anticipates you working continuously all day. Set aside some time each day to check social networking sites for updates or to call friends, but be careful not to go overboard. You are not paid by your employer to hang out and engage in idle conversation.

f) Time Management makes an individual disciplined and punctual.

One gets in the habit of reaching work on time as a result of effective time management.

REVIEW OF LITERATURE

Davis (2000) examined the effect of time management on work and academic settings. Using survey research design, his results suggest a positive relationship between time management and work academic settings and increased performance.

Eilam and Aharon (2003) believe that time management is a way of monitoring and controlling time. However, Claessons, Eerde, Rulte & Roe (2007) observed that time cannot be managed because it is an inaccessible factor. The only way a person deals with time is by influencing behavioral attitude.

Igdem (2010) investigated the relationship of time management with academic performance of Master level students. Employing survey research design, his findings show that there was a significant positive relationship between time management and academic performance of Master's level students.

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METHODOLOGY

Objective

- ✓ To examine the extent of time management competency among school students.

Hypothesis

- ✓ Different Sample subgroups based on religion, gender and class will vary on time management competency.

Sample

The sample of the present study consisted of 80 school students to be selected from different government schools of jashpur district Chhattisgarh. They were selected by Stratified Random Technique. The stratification was based on religion (Hindu and Muslim) gender (boy and girl) and Levels of education (Class 10 and 12). Therefore, the research design was based on 2x2x2 factorial design and factors of stratification were:

Religion of students – 2 (Hindu and Muslim)

- Gender of students- 2 (Boy and Girl)
- Levels of education- 2 (Class 10 and 12)

Thus, in the present study there were 8 strata. From each stratum thirty (10) students were selected randomly, making a total of 80 students. The sample units are presented in Table 1.

Table –1: The Sample Design

Religious groups	Hindu		Muslim		Total
	Boys	Girls	Boys	Girls	
Class 10	10	10	10	10	40
Class 12	10	10	10	10	40
Total	20	20	20	20	80

Tools

- Personal Data Questionnaire (PDQ)
- Time management competency scale.

A brief description of the above mentioned tools are as follows:

Personal Data Questionnaire (PDQ)

The personal data questionnaire was prepared by the research scholar to elicit information on personal information, such as respondents' name, class, gender, religion, location of school and education of the parents etc.

Time management competency scale

Time Management Competency Scale was developed by Sansanwal and Parasar (1971) for measuring the level of time management skills among school students. Altogether there were 36 statements which were categorized into four dimensions. These were:

- Planning
- Organizing

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- Leading
- Evaluating

Plan of Analysis

In pursuance of the objective of the research data were analyzed using suitable statistical measure.

RESULTS AND DISCUSSION

Extent of Time management competency among School Students

In order to measure the extent of time management competency among school students, time management competency scale was administered. On the basis of obtained scores, two levels of extent of time management competency were categorized- poor and good. Percentage of school students are presented in Table 2 and Figure 1.

Table 2 Extent of Time management competency among School Students of Jashpur District

Sample Groups	Poor Time management competency		Good Time management competency	
	N	%	N	%
Total	11	14	69	86
Hindu	6	7.50	74	92.50
Muslim	4	5	76	95
Boys	6	7	74	93
Girls	7	9	73	91
Class 10	4	5	76	95
Class 12	3	4	77	96

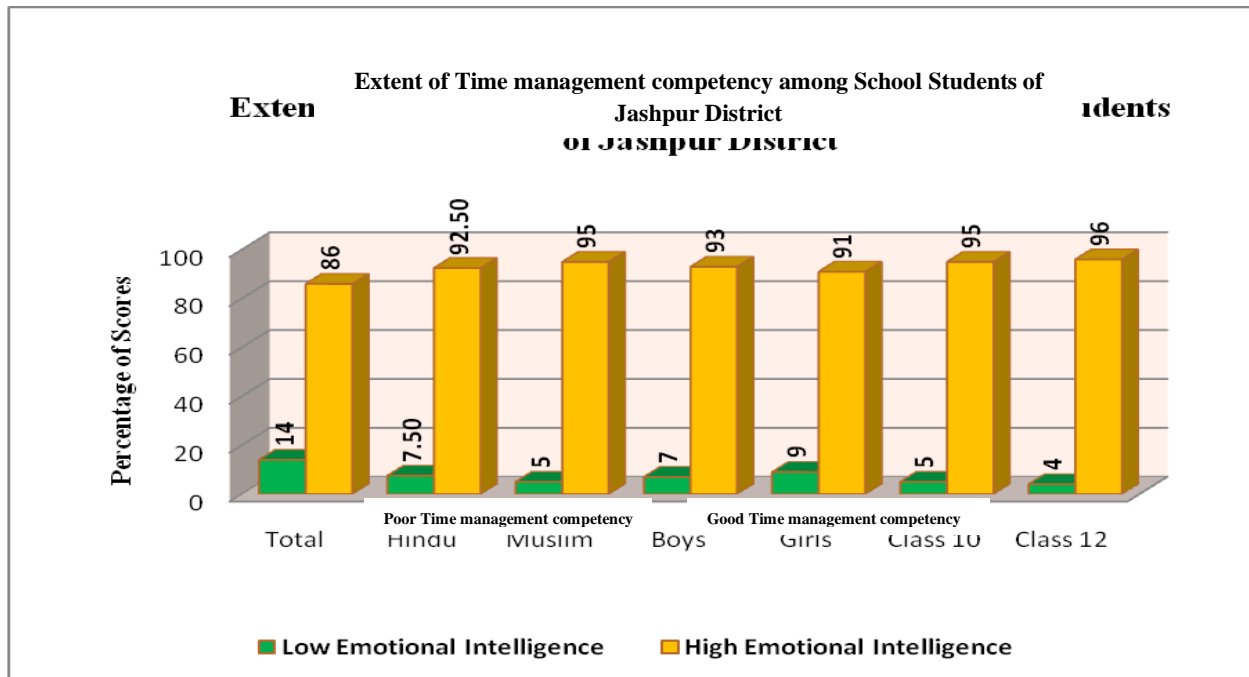


Table 2 and Figure 1 showed that:

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- ✓ 14 % school students had poor time management competency.
- ✓ 86 % school students had good time management competency.
- ✓ 7.50 % Hindu school students had poor time management competency.
- ✓ 5 % Muslim school students had poor time management competency.
- ✓ 92.50% Hindu school students had good time management competency.
- ✓ 95 % Muslim school students had good time management competency.
- ✓ 7 % boy's school students had poor time management competency.
- ✓ 9 % girls' school students had poor time management competency.
- ✓ 93 % boys school students had good time management competency.
- ✓ 91% girls school students had good time management competency.
- ✓ 5 % class 10 school students had poor time management competency.
- ✓ 4 % class 12 school students had poor time management competency.
- ✓ 95 % class 10 school students had good time management competency.
- ✓ 96 % class 12 school students had good time management competency.

CONCLUSIONS:

- Most of the school students had good time management competency.
- Most of the Hindu and Muslim school students had good time management competency.
- Most of the boy and girl school students had good time management competency.
- Most of the class 10 and 12 school students had good time management competency.

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Conflict of Interest

The author declared no conflict of interest.

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