

A STUDY OF TIME MANAGEMENT COMPETENCY AMONG GOVERNMENT AND PRIVATE SECONDARY SCHOOL STUDENTS

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Abstract

The study objective was to determine the relationship between financial literacy and indebtedness a Time management is the strategy which helps in planning out available time and it also controls the amount of time spend on specific tasks so that we can do our work efficiently. It helps in managing time effectively so that the right time is allocated to the right activity. Efficient time management is first step towards success. Therefore during school life students should be acquainted with various time management skills. Good time management enables students to utilize their potentialities at maximum level. Time management competency is an art which brings discipline in a student's life and also optimizes their overall growth. Present study was conducted to compare the time management competency among government and private secondary school students and it was found that time management competency of Private secondary school students is better than government secondary school students.

Key Words: *Time Management Competency*



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Introduction

Time management helps in making a balance between personal, professional and social lives. Time management may require a wide variety of traits, tools, and tactics to manage time when accomplishing particular tasks, projects, and goals within a deadline. It ensures that high-priority work is accomplished within required timelines. Having strong time management skills can ultimately lead to accomplishing key goals and flourishing in your position. Time

management skills include a wide range of skills that will assist you to plan your time well. Staying organized can aid you to have a clear strategy what you need to complete and when. Goal-setting allows you to clearly understand the purpose and direction. Effective planning and communication skills can enable you to make your plans and goals transparent to people you work with. It also allows you to delegate, who lets you concentrating on completing the most important, relevant tasks that align with your goals.

Time management skills are important because they assist you to structure your work in a manner that permits you to accomplish goals. With effective time management in place, we not only benefit our professional life, but we are also contributing to improving our personal life. When we spent a great deal of time on our personal life, with no stress our quality of life improves significantly by which life becomes healthy. When practicing good time management, mental health should be considered attentively. Handling stress and pressure in a positive way can help you stay encouraged and meet challenges when going through your schedule. It also helps to concentrate on the task. Learning to stay focused on our task at hand is a critically important skill towards staying productive and accomplishing our goals. Time management not only helps in getting more work done in less time, but it also helps us elevating from the urge to delay and procrastinate over tasks that are on the priority list. Time management helps to identify true potential of a person, that is how much he/she can do or in what time which helps to gain self-confidence. There is no doubt about the fact that effective management helps in boosting productivity and efficiency. By implementing time management tactics, we are setting a perfect work-life balance. We will accumulate plenty of time, which we can use to relax, unwind and most importantly enjoy a sound sleep at night. The relaxed life gives motivation to human being and put them on the way of success. Time management is all about spending time in the right places on the right things.

Need of the Study

Time management is very important and it may actually affect individual's overall performance and achievements. Students nowadays always commented that they do not have enough time to complete all the tasks assigned to them. In addition, a school environment's flexibility and freedom can derail students who have not mastered time management skills. Those students who are trying to do their task under perfect time management can achieve more and more high level in their academic session. Therefore, researcher finally concluded to select the research problem. "A Comparative Study of Time Management Competency among Government and

Private Secondary School Students of Sirsa District" which remains untouched from a long time in Sirsa District.

Statement of the Problem

"A Comparative Study of Time Management Competency among Government and Private Secondary School Students of Sirsa District"

Operational Definitions

- **Time Management:** - Time management is a set of principle, practices, skills, tools and system that work together to help you get more value out of your time with the aim of improving the quality of your life.
- **Competency:** - Competency is the ability of an individual to do a job properly. A competency is a set of defined behaviors that provide a structural guide enabling the identification, evaluation and development of behaviors in individual.
- **Government Secondary School Students:-** These are those students who are studying in 6th to 10th Class & the School is managed & funded by State Government.
- **Private Secondary School Students:-** These are those Students who are studying in 6th to 10th class & the school is managed & funded by private management.

Objectives

- To study the time management competency between government and private secondary school students.
- To study the time management competency between male and female government secondary school students.
- To study the time management competency between male and female private secondary school students.
- To study the time management competency between rural and urban government secondary school students.
- To study the time management competency between rural and urban private secondary school students.

Hypotheses

- There is no significant difference in time management competency between government and private secondary school students.
- There is no significant difference in time management competency between male and female government secondary school students.

- There is no significant difference in time management competency between male and female private secondary school students.
- There is no significant difference in time management competency between rural and urban government secondary school students.
- There is no significant difference in time management competency between rural and urban private secondary school students.

Delimitations of the Study

- The study was delimited to Sirsa district.
- Only secondary school students were taken for study.
- Only one variable i.e. Time Management Competency was taken.

Methodology:

For the present study investigator selected Descriptive survey method to compare time management competency among Government and Private Secondary School Students

Sample:

In this study a sample of 200 Secondary School Students were selected randomly. Out of 200 students 100 students from Government Secondary School and 100 students from Private Secondary School were randomly selected. In this sample 50 male and 50 female Government Secondary School Students was randomly selected and same ratio was taken from Private Secondary School. In this sample 25 Rural & 25 Urban Male and 25 Urban & 25 Rural female Government Secondary School students were randomly selected and same ratio was taken from private secondary school.

Tools used

Time Management Competency Scale developed by D. N. Sansanwal and Meenakshi Parashar (2007) has been used by the investigator to collect data. There were 36 statements in the scale having both positive and negative statements. Corresponding to each statement, five alternatives were given. These alternatives were: Always (A), Frequently (F), Sometimes (ST), Rare (R), and Never (N).

Statistical Techniques Used

In the present study, the following statistical techniques were used to analyze and interpret the collected data:

- Mean
- Standard Deviation

- t- test

Analysis & Interpretation of Data

Hypothesis No. 1 There is no significant difference of time management competency between government and private secondary school students.

Table 1: Mean, S.D. & 't' of Time Management competency scale Government and Private Secondary School Students.

Variable	N	M	S.D.	D.F.	t value	Level of Significance
Time Management of Government Secondary School Students	100	116.23	4.6	198	9.89	Significance at 0.05 level
Time Management of Private Secondary School Students	100	123.46	5.7			

Table 1 indicates the mean value of time management competency of private secondary school students is more than government secondary school students. It is finally concluded that the time management competency of private secondary school students is more than government secondary school students. Therefore, hypothesis No 1 i.e. there is no significant difference of time management competency between government and private secondary school students is rejected.

Hypothesis No. 2 There is no significant difference of time management competency between male and female government secondary school Students.

Table No. 2: Mean, S.D. & 't' of time management competency scale male and female government secondary school students

Variable	N	M	S.D.	D.F.	t value	Level of Significance
Time Management of Male Govt. Sec. School Students	50	117.37	4.70	98	7.54	Significance at 0.05 level
Time Management of Female Govt. Sec. School Students	50	110.42	4.52			

$df = 98, 0.05 = 1.98$

Table 2 indicates the mean value of time management competency of government secondary school male students is more than government secondary school female students. It is finally concluded that the time management competency of male government secondary school students is more than female government secondary school students. Therefore, hypothesis No. 2 i.e. there is no significant difference of time management competency between male and female government secondary school students is rejected.

Hypothesis No. 3 There is no significant difference of Time Management Competency between Male and Female Private Secondary School Students.

Table 3: Mean, S.D. & 't' of Time Management competency scale male and female

Private secondary school students

Variable	N	M	S.D.	D.F.	t value	Level of Significance
Time Management of Male Private Sec. School Students	50	127.72	5.93	98	7.03	Significance at 0.05 level
Time Management of Female Private Sec. School Students	50	120.12	4.92			

df = 98, 0.05 = 1.98

Table 3 represents that mean value of time management competency of private secondary school male students is more than private secondary school female students. It is finally concluded that the time management competency of private secondary school male students is more than private secondary school female students. Therefore Hypothesis No. 3 i.e. there is no significant difference of Time Management Competency between Male and Female Private Secondary School Students is rejected.

Hypothesis No. 4 There is no significant difference of time management competency between rural and urban government secondary school students.

Table 4: Mean, S.D. & 't' of Time Management competency scale rural and urban

Government secondary school students

Variable	N	M	S.D.	D.F.	t value	Level of Significance
Time Management of Urban Government Sec. School Students	50	119.46	4.86	98	9.27	Significance at 0.05 level
Time Management of Rural Government Sec. School Students	50	111.23	3.83			

df = 98, 0.05 = 1.98

Table 4 indicates that the mean value of time the mean value of time management competency of urban government secondary school students is more than rural government secondary school students. It is finally concluded that the time management competency of urban government secondary school students is more than rural government secondary school students. Therefore, hypothesis No. 4 i.e. there is no significant difference of time management competency between rural and urban government secondary school students is rejected.

Hypothesis No. 5 There is no significant difference of time management competency between rural and urban private secondary school students.

Table 5: Mean, S.D. & 't' of Time Management competency scale rural and urban

Private secondary school students						
Variable	N	M	S.D.	D.F.	t value	Level of Significance
Time Management of Urban Private Sec. School Students	50	126.28	5.87	98	9.28	Significance at 0.05 level
Time Management of Rural Private Sec. School Students	50	119.12	4.89			
<i>df = 98, 0.05 = 1.98</i>						

Table 5 represents that the mean value of time the mean value of time management competency of urban private secondary school students is more than rural private secondary school students. It is finally concluded that the time management competency of urban private secondary school students is more than rural private secondary school students. Therefore, hypothesis No. 5 i.e. there is no significant difference of time management competency between rural and urban private secondary school students is rejected.

Major Findings

- There exists significant difference of time management competency between government & private secondary school students.
- There exists significant difference of time management competency between male & female government secondary school students.
- There exists significant difference of time management competency between male & female Private Secondary School Students.
- There exists significant difference of time management competency between urban & rural government secondary school students.
- There exist significant difference of time management competency between urban & rural private secondary school students

Educational Implications:

Implications for Students: Effective time management allows students to complete more in less time, because their attention is focused and they're not wasting time on distractions (such as social media). Efficient use of time also reduces stress, as students tick off items from their to-do list. It can also provide a sense of achievement from fulfilling goals. For example, they might plan to complete an assignment by Friday so they can see friends on the weekend.

Implications for Teachers: Teacher knows that he needs good time management skills in order to finish that daily to-do list. So, time management is a very important skill to have. Teacher can use this in the classroom to optimize learning opportunities for students.

Implications for Society: Present era is working on the basis of time. Perfect management of working and schedule of timing is the key of success. If every part of society uses time management skill, everybody can achieve big goals in their life and it will be helpful to build a perfect base of our society.

Implications for Organizations: Effective time management is a universal remedy to administrative effectiveness and not an excuse. Effective time management will improve staff productivity, make scheduling of jobs easier, make staff to perform tasks at their highest skill level, helping staff to prioritize and accomplish important tasks, recording and guiding the organization towards achieving its set goals.

Implications for Work and Performance:

Improving time management at work allows enhancing performance and achieving desired goals with less effort and more effective strategies.

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