



UNDERSTANDING TIME-MANAGEMENT STRATEGIES & TECHNIQUES FOR ACADEMIC ACHIEVEMENT OF STUDENTS

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ABSTRACT:

Realistic time management and organization plans can improve productivity and quality of life. However, these skills can be difficult to develop and maintain. The key elements of time management are goals, organization, delegation, and relaxation. Time management is very important and it may affect an individual's overall performance and achievements. A university environment's flexibility and freedom can derail students who have not mastered time management skills. Therefore, this study aims to determine the relationship between time management and the academic achievement of students. The factor analysis result showed three main factors associated with time management which can be classified as time planning, time attitudes and time wasting. The result also indicated that the gender and races of students show no significant differences in time management behaviors. Time planning is the most significant correlated predictor. Time management is very important and it may affect an individual's overall performance and achievements. However, all of these are related to how individuals manage their time to suit their daily living or to make it flow steadily with their routines. Good time management is vital for students to shine. However, some of the students do not have good time management skills that have negatively affected their life and their academics.

Keywords: *Time Management, Skills, Planning, Attitudes, Flexibility & Freedom.*

INTRODUCTION

Time management is the coordination of tasks and activities to maximize the effectiveness of an individual's efforts. Essentially, the purpose of time management is to enable people to get more and better work done in less time.

Understanding, identifying and defining your long-term goals is the very first step for effective time management. With the broader goal in the background, you can now set the short-term goals that may effectively lead you to achieve your long cherished long-term goals in your life.

STRATEGIES & TECHNIQUES

In the process, you may be facing situations that may not be to your liking and you may even contradict many of your decisions. The most commonly committed blunder in any time management is that many people are not willing to accept a reasonable lifestyle. For maintaining one's health in good condition, the person should get good nutrition, sufficient exercise and proper sleep.

Like this, there are certain other factors such as social relationships, desires, feelings, spiritual and intellectual needs, etc., for making one's life fruitful and whole and the pathetic situation today is that we are not bothered to look into many of these aspects and lead our life in a very sorry state of affairs.

Despite Time management being easy and very reasonably required to be practiced in one's life, many people do not even bother to know about it, leave alone practice it. Of late, if you have found that you are running short of time even for completing many of your regular schedules, then remember that you are becoming a part and parcel of a larger population that manage time very badly. A Few of the under-mentioned strategies or suggestions can help you in your need for better time management skills that you have been aspiring for a long:

First, understand your need and identify your long-term goals in clear terms. Keep a watch over your defined long-term goals and make a review at regular intervals. Your prime aim should be to achieve your long-term goals and hence you should not allow any of the trivial matters and unnecessary tasks to pose as a hindrance to your either long-term goal or your present balanced lifestyle. The main enemy in your life is your impulsive behavior in a given situation or your needs. Ascertain and weigh all your needs and spontaneous urges thoroughly and take a calculated decision with your long-term goal in your mind. If you are a student studying in college or school, then proper time management is a must so as make your curriculum more meaningful and useful.

In case you miss or mess up any of the important appointments and assignments, then they may prove to be very costly in your academic career as well as in your life. The resultant guilt feeling, anxious moments, frustration and other undesirable feelings that

may creep or crop up in your mind unknowingly may be very detrimental and hence you should learn to prioritize your various actions and engagements to strike a balance in your life.

OBJECTIVES

Why bother to be good at managing your time? What's the point of being more efficient? Certainly, we'd all like more time so that we could get more done. But given that time is finite, why organize it better? Well, I think the answer to this is that it's the important thing that we would like more time for. And therefore, the objective of time management is to maximize the time spent on important things. So the one point of being efficient is to use up less time on the unimportant things so that we have more time for the important things. So the game is to think about what's important, and then find ways to spend more time on those important things. By the way, I would hope that there is some correlation between what you think is important and what your boss or your company thinks is important. If you disagree totally with them, then you're probably in the wrong job, just a thought. And if saying that to you makes you suddenly realize "Oh my God, he's right, what am I doing? I hate this job" and decide to leave and do something else, have I done you a favor? Yes, I think I have. And have I done your company a favor too? Yes, I think so. Of course, your job can't be 100% brilliant and fun all the time, but it ought to be mostly something that you agree with. But the importance is a subtle thing. If you don't spend time on important things, you don't notice a problem immediately. You can neglect your health for a bit, ignore your self-development or training your staff for a bit, ignore even your customers for a bit and get away with it. But of course, if you do neglect things like this, they'll catch up with you later. You'll pay the price of regret later. That's why your goals need to be things that you like doing, but also things that you want to achieve. So to start with, I'd like you to make a list of the areas of your life and the areas of your work that feel important to you. What would you like to spend more time on? And what do you want to achieve? Start with this list, and then we'll get more detail into it in the next section.

HYPOTHESES OF THE STUDY

1. There is no significant difference between male and female high school students in their time management.
2. There is no significant difference between rural and urban high school students in their time management.
3. There is no significant difference between male and female high school students in their academic achievement.
4. There is no significant difference between rural and urban high school students in their academic achievement.
5. There is no significant relationship between time management and academic achievement of female high school students.

METHODOLOGY

The surveyor has adopted the survey method.

POPULATION FOR THE STUDY

The population for the present study involve of IX and X standard students studying in the high schools of Sehore District (M.P.)

SAMPLE FOR THE STUDY

The assessor utilized delineated irregular testing procedure. 10 schools were chosen arbitrarily and from each school, the understudies concentrating on in IX and X standard were chosen haphazardly. Absolutely the example comprised of 146 IX standard understudies and 154 X standard understudies in Sehore Area (M.P.)

TOOLS USED

1. Time usage scale built and approved by the examiners (2022)
2. Total marks obtained in the quarterly examination of high schools students were considers as the academic achievement scores.

STATISTICAL TECHNIQUES USED

Statistical techniques such as mean, standard deviation and correlation were used.

ANALYSIS OF DATA Null hypothesis 1

There is no important difference between male and female IX and X standard students in their time management.

TABLE 1

DIFFERENCE BETWEEN MALE AND FEMALE IX AND X STANDARD STUDENTS IN THEIR TIME MANAGEMENT

Gender	N	Mean	SD	Calculated 't' value	Table value	Remarks at 5% level
Male	132	73.27	8.20	3.47	1.96	S
Female	168	76.30	6.95			

It is derived from the above table 1 that the determined' esteem (3.47) is more prominent than the table worth (1.96) at 5% degree of importance. Thus invalid theory is dismissed. Consequently, it is presumed that there is a massive distinction among male and female secondary school understudies in their using time effectively.

While comparing the mean scores of male ($m = 73.27$) and female ($m = 76.30$) high school students, female students are better than male students in their time management.

Null hypothesis 2

There is no important difference between rustic and metropolitan school high school students in their time management.

TABLE 2

DIFFERENCE BETWEEN RUSTIC AND METROPOLITAN SCHOOL IX AND X STANDARD STUDENTS IN THEIR TIME MANAGEMENT

Locality of the school	N	Mean	SD	Calculated 't' value	Table value	Remarks at 5% level
RUSTIC	269	75.16	7.68	1.31	1.96	NS
METROPOLITAN	31	73.26	7.42			

It is induced from the above table 2 that the determined' esteem (1.31) is not exactly the table worth (1.96) at 5% degree of importance. Consequently invalid theory is acknowledged. In this manner, it is presumed that there is no massive contrast among rustic and metropolitan high school understudies in their using time productively.

Null hypothesis 3

There is no important difference between male and female high school students in their academic achievement.

TABLE 3

DIFFERENCE BETWEEN MALE AND FEMALE IX AND X STANDARD STUDENTS IN THEIR ACADEMIC ACHIEVEMENT

Gender	N	Mean	SD	Calculated 't' value	Table value	Remarks at 5% level
Male	132	69.34	11.51	1.42	1.96	NS
Female	168	67.27	13.32			

It is gathered from the above table 3 that the determined' esteem (1.42) is not exactly the table worth (1.96) at 5% degree of importance. Consequently invalid theory is acknowledged. Consequently, it is presumed that there is no tremendous contrast among male and female secondary school understudies in their scholastic accomplishment.

Null hypothesis 4

There is no important difference between rustic and metropolitan school IX and X standard students in their academic achievement.

TABLE 4

DIFFERENCE BETWEEN RUSTIC AND METROPOLITAN SCHOOL IX AND X STANDARD STUDENTS IN THEIR ACADEMIC ACHIEVEMENT

Locality of the school	N	Mean	SD	Calculated 't' value	Table value	Remarks at 5% level
RUSTIC	269	67.75	12.84	2.02	1.96	S
METROPOLITAN	31	71.87	9.45			

It is initiated from the above table 2 that the decided' regard (1.31) isn't the very table worth (1.96) at 5% level of significance. Therefore invalid hypothesis is recognized. Thusly, it is assumed that there is no monstrous difference among provincial and metropolitan high school students in their utilizing time beneficially.

While contrasting the mean scores of metropolitan school ($m = 71.87$) and rustic school ($m = 67.75$) high school understudies, metropolitan school understudies are superior to provincial school understudies in their scholastic accomplishment.

Null hypothesis 5

There is no important relationship between time management and academic achievement of female IX and X standard students.

TABLE 5

RELATIONSHIP BETWEEN TIME MANAGEMENT AND ACADEMIC ACHIEVEMENT OF FEMALE IX AND X STANDARD STUDENTS

No	Σx	Σy	Σx^2	Σy^2	Σxy	Calculated ' γ ' value	Table value	Remarks at 5% level
168	12660	11071	963150	763763	837450	0.179	0.138	S

It is construed from the above table 5 that the determined ' γ ' esteem (0.179) is more noteworthy than the table worth (0.138) for 166 df at 5% degree of importance. Subsequently invalid theory is dismissed. Subsequently, it is presumed that there is a huge connection between using time effectively and scholarly accomplishment of female IX and X standard understudies.

FINDINGS

1. There is an important difference between male and female IX and X standard students in their time management. Female X and XI standard students are better than male students in their time management.
2. There is no important t difference between rustic and metropolitan school IX and X standard students in their time management.
3. There is no important difference between male and female IX and X standard students in their academic achievement.
4. There is important difference between rustic and metropolitan school IX and X standard students in their academic achievement. Metropolitan school IX and X standard students are better than rustic school students in their academic achievement.
5. There is an important relationship between time management and academic achievement of female students.

INTERPRETATIONS

1. That' test result reveals that female IX and X standard students are better than the male students in their time management. This may be due to the fact that they do manage their time properly. They are very sincere and responsible in their work. So, they use their time effectively.
2. That' test result reveals that Metropolitan high school students are better than rustic school students in their academic achievement. This may be due to the fact that the teachers who are working in Metropolitan schools are efficient and eminent. Students also get lot of opportunities to refer varies learning resources. So, the students may excel in their academic achievement.
3. Correlation analysis result reveals that there is a significant relationship between time management and academic achievement of female high school students. This may be due to the fact that, female students more committed in their works than the male students. The habit of time management amidst the female students may help them in their academic achievement.

RECOMMENDATIONS

1. Educators need to prepare the understudies to set up a plan for the day consistently and plan and exercise the most extreme undertaking to be finished inside the accessible of time span.
2. Parent-Educator meeting might be directed consistently to comprehend the understudies' improvement in schooling throughout some undefined time frame which might help the two instructors and guardians to distinguish the area of progress expected for understudies in training.
3. Educators need to brief the understudies on the accompanying classifications: Objective setting, Self-Inspiration, Booking, Prioritization, Time Usage Difficulties, Fixation and Concentration in order to foster their time usage abilities which thusly may yield a superior scholarly accomplishment.
4. Educators need to keep up with their rundown of work to be finished or work done enroll and they need to attempt to finish basically everything, inside the specified time. Consequently it would assist educators with driving and guide the understudies to keep up with better using time productively.
5. Train the understudies on a viable time usage abilities. Educators ought to make interest in the administration of time among male understudies by giving tasks and other homeroom practicum.

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