



Peak Performance: Time Management Competency and Academic Achievement Among Secondary Students in Pauri Garhwal, Uttarakhand

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Abstract: The objective of this study is to examine the time management competency and academic achievement levels among secondary students. The sample consists of 450 secondary students from schools in the Pauri block of Uttarakhand. Time management competency was assessed using a scale developed by D.N. Sansanwal and Meenakshi Parashar, while academic achievement scores were obtained from school records. Statistical analyses included measures such as mean, standard deviation, Karl-Pearson coefficient correlation, and t-tests. The findings reveal a significant difference in academic achievement among secondary students.

Keywords: time management competency • academic achievement • secondary students • Pauri Garhwal • Uttarakhand

Introduction

Shellaenbarger (2009) views that time management as behavioral change and a technique that helps people to get organized, clarify thinking and increase output. Eilam and Aharon (2003) believe that time management is a way of monitoring and controlling time. Time management as cluster of behavioral skills that are important in the organization of the study/course load. Time management also calls for making decisions actively in order to better manage the available time (Lay and Schouwenburg 1993).

Objectives of study

- To study the status of time management competency of students of government school.
- To study the status of time management competency of students of private school.

- To study the status of academic achievement of students of government and private school.

Hypothesis: There is no significant difference in academic achievement between students of government and private schools

Review of literature

Wells (1994) examined the relationship between time management and academic success among university students. The study involved 88 students whose time management behavior and attitudes were assessed using a questionnaire. General ability was measured using scores from a multidimensional aptitude test, and semester grade point averages were obtained from college records.

Regression analysis showed that both components of time management and verbal scores from the aptitude test were significant predictors of grade point average. This suggests that time management involves multiple aspects beyond just organizational skills, and these



aspects may influence academic achievement independently of general cognitive ability.

Mpofu et al (1996) investigated time management practices in an African culture: with college academic scores. Comprising a sample of 172 students. The author used Britton and Tesser time management questionnaire to measure time management of students. As manifested by the result of factor analysis the time management process of short-term planning, perceived control of time, time attitude and long-term planning were valid construct for the sample of African students.

Carl et al (1999) studied use of time and academic performance of college students; does studying matter? Sample comprised 93 respondents. Recursive regression analysis revealed time management skills and study time were positively related with quarter GPA for 93 students in three agricultural economics courses at Ohio state university. A set of 34 questions designed to measure the extent to which they manage and organize time. Time management Behaviors scale was obtained from department of psychology, university of Missouri, St. Louis. A total of 94 observations were obtained. Regression analysis was used. Amount of time spent studying is positively related to amount of class meeting time. An extra hour of study time increased his GPA by only 0.015 points. Thus students can increase their students can increase their GPA by increasing the amount of time.

Sun and Yang (2009) studied Students' pressure, Time Management and effective learning. This study aims

to survey the status of the student pressure and the relationship between their daily time management and their learning outcomes in three different types of higher secondary schools at Shenyang, the capital city of Liaoning province in mainland china. An investigation was carried out in 14 higher secondary schools where in both qualitative and quantitative

approaches were used. The strongest pressure felt by HSS student in china was the pressure from national college entrance examination, the rank order of other pressure were pressure from parent, from society, from school, from teachers, the findings also included relationship between learning of student and time management.

Talib et al (2012) studied determinants of academic performance of university students with a sample of 199 undergraduate and graduate students from Rawalpindi and Islamabad delete The result reveals that academic competence, test competence, test anxiety, time management were significantly related to academic performance of students. Test anxiety is significantly but negatively correlated with Students' academic performance the however strategic study is not significantly associated with academic performance. Study shows that low and high GPA achiever differ significantly on academic competence, test competence, time management and test anxiety. There is no significant difference found on strategic studying techniques between the two groups.

Jessica and Scott (2012) studied a comparison of attitudes towards time management, usage of time and self-expression by high performing and low performing students at Brigham young university. Time log data (time spent and adjective evaluation) a six - question survey about time management attitudes, the self-expression scale was conducted. The effects of academic probation and gender on the same four sets of variables were examined. The time spent on selected activities adjective evaluation of activities, a six question survey, behavior and situational dimension of ASE.

Pehlivan (2013) investigated the impact of time management skills on academic achievement among 168 students taking a financial accounting course at Karadeniz Technical University. Using a Time Management



Questionnaire developed by Britton and Tesser, the study found moderate time management scores among the students. Female students scored higher on all sub-dimensions of the questionnaire compared to male students. Regression analysis indicated that students' time management skills significantly influence their grade point average, highlighting it as a predictor of academic success.

Research methodology

Research method: Survey research method used in this study.

Population of the study: Population of present study comprised class ninth and tenth students of government and private schools of Pauri block, district Pauri Garhwal.

Sample: Sample consists of 450 secondary students. Students are selected by random sampling from schools of Pauri block, Pauri Garhwal, Uttarakhand. Sample consisted of 224 government school students and 226 private school students.

Tool used in study: The time management competency of secondary students was assessed via their scores on time management competency scale developed by D.N. Sansanwal

and Meenakshi Parashar. Scores for academic achievement were taken from school records.

Data collection: Data was collected from the students of class ninth and tenth of Government and private schools of Pauri.

Administration of tool: The students were asked to read each statement carefully and complete the scale by giving a response to every item of scale. The time management competency scale consists of 36 statements. Corresponding to each statement, there are five alternatives. There was no time limit but students took about 30 minutes. The time management competency scale was distributed to 450 students.

Data analysis

Table 1 shows that out of 224 government school students, 0.89% students have poor time management competency, 87.95% students have good time management competency and 11.16% students have excellent time management competency. It can be interpreted that maximum government school student have good time management competency.

Table 1: Time management competency of students of Government school

Scores	Interpretation	No. of students
Up to 45 scores	Very poor time management competency	-
Between 45-90	Poor time management competency	2 (0.89%)
Between 90-135	Good time management competency	197 (87.95%)
Above 135	Excellent time management competency	25 (11.16%)
Total students		224

Table 2 shows that out of 226 private school students, 4.87 % students have poor time management competency, 81.86% students good time management competency and 13.27% students have excellent time management competency. It can be interpreted that maximum private school students have good time management competency. Data reveals that

maximum students have good time management competency. Table 3 shows that the mean (59.31) scores of academic achievement of students of government school is less than mean (68.42) scores of academic achievement of students of private schools. Therefore academic achievement of students of private school is



better than of students of government school, on their mean values.

Test of hypothesis

In order to test hypothesis-1 that ‘there is no significant difference between academic

achievement of students of government and private school’ mean, S.D. and t-ratio were calculated and obtained results are given in Table 4:

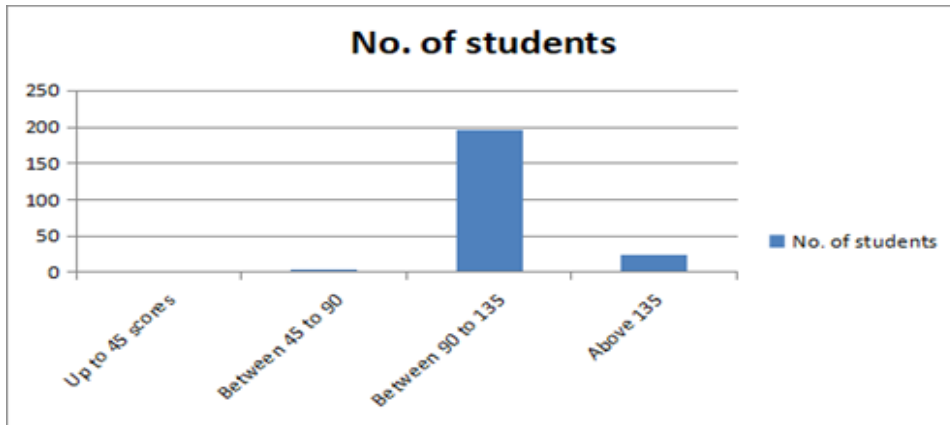


Fig 1: Time management competency of students of Government school

Table 2: Time management competency of students of private school

Scores	Interpretation	No. of students
Up to 45 scores	Very poor time management competency	–
Between 45-90	Poor time management competency	11 (4.87%)
Between 90-135	Good time management competency	185 (81.86%)
Above 135	Excellent time management competency	30 (13.27%)
Total students		226

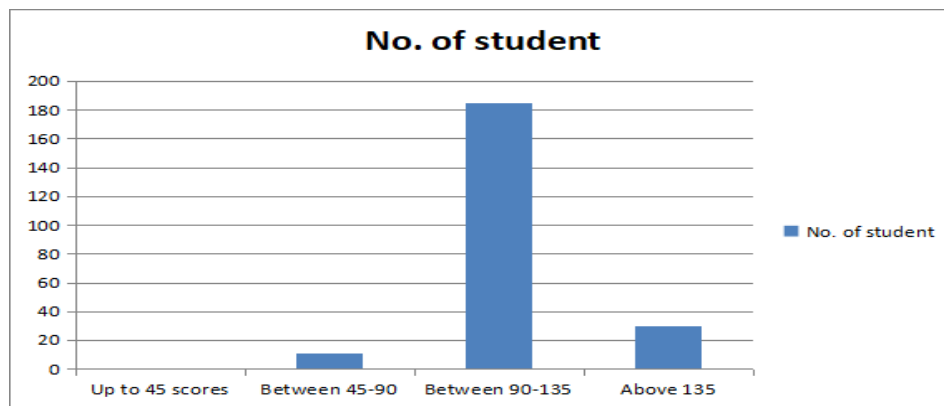


Fig 2: Time management competency of students of private school



Table 3: Status of Academic achievement of students of government school and private school

School	No. of students	Mean of scores
Students of government school	224	59.31
Students of private school	226	68.42

Table 4: Academic achievement of students of government and private schools

Students	No. of students	Mean	S.D.	Df	t-value	Level of sign.	Result
Government	224	59.31	9.30	448	8.56	0.05	Significant
Private	226	68.42	12.99				

To assess academic achievement between students of government and private schools, it is observed from Table 4 calculated t-value is greater than t-value at 0.05 level of significance. So there is a significant difference in academic achievement between students of government and private schools. Analysis of obtained mean values indicated that students studying in government schools have low status in academic achievement than students who were studying in private school.

Findings

Status of time management competency of students studying in government and private schools: Table 1 shows that out of 224 government school students 0.89% students have poor time management competency, 87.95% students have good time management competency and 11.16% students have excellent time management competency. It can be interpreted that maximum government school students have good time management competency.

Table 2 shows that out of 226 private school students 4.87% students have poor time management competency, 81.86% students have good time management competency and 13.27% students have excellent time management competency. It can be interpreted that maximum private school students have good time management competency.

Status of academic achievement of students studying in government and private schools

Table 3 reveals that mean (59.31) of scores of academic achievements of students of government schools is less than mean (68.42) of scores of academic achievement of students of private school, so academic achievement of students of private school is good.

Hypothesis: 1“There is no significant difference in academic achievement between students of government and private schools”:

Entry in Table 4 shows that the t-ratio is calculated to determine the significant difference in academic achievement of students of government schools and private schools. The difference in academic achievement of students of government schools and private schools is significant at 0.05 level of significance. It can be interpreted that the academic achievement of students of private schools is better than students of government schools.

Conclusion

- Most students demonstrate good time management skills.
- There is a significant difference in academic achievement between students from government schools and private schools.

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- college grades. *Journals of Educational Psychology* 83(3): 405-410.
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