

**A STUDY OF TIME MANAGEMENT COMPETENCY  
AMONG STUDENTS STUDYING IN HIGHER  
SECONDARY SCHOOLS OF SAMBA DISTRICT**



**A**

**DISSERTATION SUBMITTED TO THE CLUSTER  
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## CERTIFICATE

Certified that the dissertation entitled “**A STUDY OF TIME MANAGEMENT COMPETENCY AMONG STUDENTS IN HIGHER SECONDARY SCHOOLS OF SAMBA DISTRICT**” which is being submitted by **KONIKA JAMWAL**, M.Ed. student, bearing university **20051070024** Session 2020-22 is a record of her own work carried out under my guidance and supervision.

This dissertation is completed and ready for submission to the Cluster University of Jammu in partial fulfilment of requirement for the degree of M.Ed.

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## **DECLARATION**

I hereby declare that project entitled “**A STUDY OF TIME MANAGEMENT COMPETENCY AMONG STUDENTS IN HIGHER SECONDARY SCHOOLS OF SAMBA DISTRICT**” submitted by me for partial completion of the award of the degree of master of education to **Cluster University of Jammu** is my original work and has not been submitted earlier to any other institution for requirement of any course of study.

**Signature**

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# CHAPTER - 1

## INTRODUCTION

### 1.1 INTRODUCTION

Time is very precious, it has wings and as such is passing very fast. Time is irrecoverable, limited and dynamic. Time is a measure in which events can be arranged from the past through the present into future, and also the measure of durations of events and the intervals between them. Time, once gone, never comes back. Time plays an important role in the life of an individual. It is very important for individuals to utilize time in their daily activities. People, who manage time profitably, never feel any difficulty in the performance of their duties and are always considered as the successful members of the society. Managing time effectively helps in using time to accomplish what we want. It refers to the techniques and strategies that individuals use in utilizing and maximizing the work that they do. Proper time management always results in contentment and satisfaction in daily life. People, who don't bother to enhance their skills through free time management, always cultivate the habit of doing things haphazardly without any proper planning. Such people are always unable to enjoy life successfully. Time is an essential resource. It is so delicate that it cannot be saved but can only be spent and once misused it can never be regained. Every individual is looking for ways to improve the time management.

According to the Oxford Advanced Learner's Dictionary, ("Time is defined as a period either long or short, during which you do something happens and management is defined as the act or skill of dealing with the people or situations in a successful way").

The attributes of time are:

- Time is a unique resource.
- Time is the scariest resource in the universe.
- Time cannot be replaced by man.
- Time cannot be accumulated like money.

- Time cannot be turned on and off like machine.
- Time cannot be stocked like raw material.
- Time passes at a predetermined rate whatever happens.

Therefore, time management can be defined as a period, either short or long, which involves how students use their time judiciously to produce results. Time management starts with the commitment to change. Better time management can be achieved if goals have been set and then all future work is prioritized based on how it moves the individual towards meeting the goals. The value of time management lies in the fact that students have too many tasks they need to do but not enough time for the things that they want to do. Time management helps to identify needs and wants in terms of their importance and match them with time. Time management involves time to determine what one wants out of his day to day activities. Effective time management is the investment of time in such a way that suitable results are achieved from activities within a specific time range and it emphasizes on effectiveness rather than efficiency. One's ability to choose between the important and unimportant and be determined to follow the correctly chosen sequence is the key determinant of effectiveness in time management.

Time management is a set of tools which allows us to:

- Eliminate waste
- Be prepared for challenges
- Reduces excessive workload
- Monitor project progress
- Allocate resources appropriately to task
- Ensure that long term projects are not neglected
- Plan each day effectively
- Plan each week effectively and to do so with little self-discipline

Time management is the development of processes and tools that increase student's efficiency. Time management is the ability to control time. The use of planners and calendars is an effective tools in managing time. Implementing a

routine is a method of scheduling actions which enforces regiments to fit with a person's flow of work and production activities. Time management teaches a number of ways that may be helpful in increasing the effectiveness of a person in getting things done which need to be done. The effective use of time can make all the difference between effectiveness and in-effectiveness. There is never enough time to do everything one has to do. One is literally swamped with work and personal responsibilities, projects, piles of books to read and one intends to get to do one of these days. As soon as one gets caught up with his work, one can have spare time to tackle these tasks. But the fact is that students are not going to get caught up. They will always have something on the to do list. The list is endless; it is difficult for it to get to the end. There is always something to do.

Time management as a technique for managing time, is a way of monitoring and controlling activities to fit in time. It is a technique for effective time use, especially having enough time to accomplish the many tasks required; planning and allocating time. It is also a technique of getting insight into time use, the degree to which individuals perceive their use of time to be structured and purposive. Time management is much more about balance and satisfaction in time. Not wasting time on non-essentials so that one can do something more meaningful with time is for more important than getting their first. Time management is somewhat of a misnomer as time passes without regard to what we do; the only thing we can manage is ourselves. Hence, time management is mostly about self-management. One may be right to say that time management is the ability of an individual or group of individuals to make proper use of their time in order to achieve goals.

Time management strategies to organize aspects of one's life, therefore allowing one's time to complete all the tasks necessary to reduce one's stress level in completing the task in a scheduled and organized fashion, a student will also enhance his academic performances and achievements. Time management can be viewed as an anticipatory strategy that can prompt students to use others' self-regulatory process and can also be viewed as a performance outcome that students can use to self-regulate their current and future learning and academic performance.

Time management is more than just managing time. It is about controlling the use of the most valuable and undervalued resources. It is managing oneself in relation to time. It is setting priorities and taking charge of the situation and time utilization. It means changing those habits and activities that cause waste of time. It is being willing to adopt habits and methods to make maximum use of time. With good time management skills, one is in control of one's time stress and energy level. One can maintain balance between one's work and personal life. It is not how much time one has, but rather the way one uses it. The bottom line is how well one manages time. Time management is recognized as a critical factor for determining success in school. Time management refers to a range of skills, tools and techniques used to use time efficiently to accomplish specific tasks, projects and goals. High-performing students tend to make a conscious effort to plan and manage.

Time management includes:

- Effective planning
- Setting goals and objectives
- Setting deadlines
- Delegation of responsibilities
- Prioritizing activities as per their importance
- Spending the right time on the right activity

## **1.2 IMPORTANCE OF TIME MANAGEMENT**

The importance of time management and the usefulness of a time management system lies in allowing people to accomplish more things faster. Time management teaches people how to manage their lives and time effectively. Here are some reasons why it is important to manage time advantageously:

**Time is limited:** Time is a very special resource because we cannot store it or save it. It helps us to transform our dreams into reality. Everybody gets the same amount of time each day, but if we don't use our time profitably and wisely, we may end up losing all the hours for the day. Time is limited to 24 hours a day. So we must plan our life wisely.

**Time management keeps us on track:** Whether it is a daily work list, or a long term career, proper time management keeps us on track.

**Time management for relaxation:** Time management teaches us to relax from time to time. Proper time management helps us to devote some part of time to work, and the other part of time to recreation and relaxation. If a person can balance his time between his work and relaxation, he can emerge to be one of the successful individuals of his/her time.

**Time management keeps things in context:** Generally, people are found complaining that there is no balance in their lives. One of the reasons why time management is important is because it helps us to put it in the right context.

**Improves quality of life :** Effective time management improves the quality of life. By managing the time, some of the most common problems such as stress and lack of time for personal interests, can be solved very effortlessly.

**Reduces frustration :** Time is the only tool that can make or break us. This is applicable, especially when we have to create a balance between our professional and personal life in our hectic and tiresome routine. To serve the purpose, we should have to find time to do everything that our heart desires. By managing our time in a proper manner, we will get rid of all frustration.

**Give peace of mind:** Peace of mind is required to lead a healthy and disease free life. Restlessness and stress are the root cause for the lack of peace. Stress causes us to think and perform work undesirably, and this leads to chains of emotion which adversely affect people around us. By managing the time wisely, we will be able to give ourselves and our loved ones the much desired time and attention.

**Increases energy level:** Effective time management increases the energy level to a great extent. This is because proper time management, the unhandled jobs and unfinished business can be done within the deadline. It will also boost up one's energy level more than the past. This, in turn, enables us to concentrate on the task at hand, without bothering about the pending ones.

**Give more quality time:** Effective time management gives more time to make progress and energy life to the fullest. This is because there are many things that we might ignore, but still have to do for our survival.

**Proper use of time helps us to achieve our goals:** We need to do almost anything worthwhile in life. Waiting for more free time is losing battle that almost never results in getting time for what we want. We should learn how to make time for the things that are important. Time management helps us to make conscious choices, so that we can spend more time doing things that are important and valuable.

**Time management helps to accomplish more work with less effort:** When people become more productive using improved time management skills and tools, they can accomplish more with less effort. Reducing wastage of time and efforts give us even more productive time throughout the day. Both of these allow us to make time for a wide range of activities that bring more balance and fulfillment in our lives. We should find time for the things that are important to us. A small amount of time once a day, or even once a week, will take us close to our goals.

### **1.3 PRINCIPLES OF EFFECTIVE TIME MANAGEMENT**

- Principle of effectiveness
- Principle of forced efficiency
- Principle of analysis
- Principle of planning

### **1.4 BARRIERS TO EFFECTIVE TIME MANAGEMENT**

Time management is more important than money. Proper time management always results in contentment and satisfaction in daily life. Besides time management plays an important role in the life of every individual but there are so many barriers in the way of time management.

The common barrier to time management are:

**1. Television:** Television has proved to be an excellent tool when it comes to entertainment or information of the entire world on a press of a button, but on the other hand it is a great barrier to time management. Watching a lot of unnecessary shows on television is a barrier. If there is a particular show that we need to watch for work related purpose, then we should switch on the television. Children must avoid watching late night shows as this will delay the day schedule.

**2. Telephones** :One of the top common time management barriers are telephones, mobiles, landline etc. while the telephones has proved to be an excellent tool when it comes to methods of communication, it can have a personal schedule. Unnecessary telephone calls should be screened to avoid the hassle of having ones' time affected. Once we have our work completed or the item on our daily calendar accomplished, we can then take time to turn calls. This is also important when it comes to telephone calls that we receive on a cell phone. It is important for students to rely on phone messages rather than phone calls.

**3. Internet:** The Internet has been a good tool for research, projects and one of the quickest means of communication, however there is a disadvantage as well. People tend to do unnecessary work, for example chatting a lot on the internet makes us sometimes delay important or urgent tasks. Children spend a lot of time on the internet either face booking or twittering and this behavior affects man hours. This makes them undisciplined and a barrier to time management. One of the methods to overcome the barrier to time management is to check our emails and reply to the immediate and important emails.

**4. Unexpected guests:** The common time management barriers are those unexpected visitors. This may include friends and family members that visit our homes and offices unannounced. It is important that we learn to adjust to those types of distractions. We should let our friends and family knows that we prefer for them to call in advance prior to the visit. We must set up certain times for visitors.

**5. Will to say 'NO':** Another common time management barrier is not being able to object something. We must learn to turn people down and simply say "no" sometimes. If we are unable to do this, we will find ourselves constantly falling behind and will never achieve anything at all. While it is common for everyone to worry about the feeling of others, it is important that those other people know our true feelings on things. It is simple effective to keep time under control.

Time is a tool for the success of the people in all fields of life. Time when properly managed will lead to:

- Increase in competition at workplace.
- Increase in opportunities of being successful in life.

- Utilization and maximization of resources at work.
- Personality development in the institution.
- Proper planning, organizing, directing, forecasting and controlling of activities at all levels.
- Sharpness techniques, skills and ability in doing things or getting things done in the right manner.
- Reduce or minimize frustrations.
- Making choices for the things that are important and valuable.
- Less efforts and more work done, hence more relaxation.
- Increase in productivity to meet the goals.

Proper time management plays a vital role in the development of human capital and is linked with an individual's well-being and opportunities for better living. It ensures the acquisition of knowledge and skills that enable individuals to increase their productivity and improve their quality of life. This increase in productivity also leads towards new sources of earning which enhances the economic growth of a country. Thus a person who knows how to manage time effectively speeds up new advances and is enabled to spend more time with leisure activities. These abilities are also associated with time management skills. Time management skills refer further more to the ability of a person to solve time management issues and recognize problems that have wasted time. Good time management is one of the key differences between a poor and a successful person.

## **1.5 NEED AND SIGNIFICANCE OF THE STUDY**

Importance of time management and usefulness of this system lies in allowing people how to manage to accomplish more things faster. Time management teaches people how-to manage their lives and time effectively. Time is a very special resource because we cannot store or save it. It helps us to transform our dreams into reality. Everybody gets the same amount of the time each day, but if we don't use it profitably and wisely we may end up losing all the hours for the day. Time is limited to 24 hours a day. So we must plan our life wisely. We need to do almost anything worthwhile in life. Waiting for more free time is losing battle



that almost never results in getting time for what we want. We should learn how to make time for the things that are important.

Time management helps us to make time for the things that are important. Time management helps us to make conscious choices so that we can spend more time doing things that are important and valuable. When people become more productive using improved time management skills and tools, they can accomplish more with less effort. Reducing wastage of time and efforts gives us more productive time throughout the day. Both of these allow us to make time for a wide range of activities that brings more balance and fulfillment in our lives. We should find time for the things that are important to us. Small amount of time once a day, or even once a week, will take us close to our goals. Whether it is a daily work list, or a long term career, proper time- management keep us on track.

Time management is important for students to do the study with focus. Time management is important for students to get high marks. Student's success in studies depends much on managing time efficiently. The habits and morals they acquire during school's time and home will stick with them throughout future. Time management shapes the student's mind into the direction of discipline and sense of duty. Time management is not taught as an academic subject in schools. The focus of learning time management skills is just to develop the habits of spending time wisely.

Students get a minimum of one year to pass one class. One whole year's time students spend on completing syllabus, doing homework, giving exams. Some students only start studying seriously when the exam dates are near. If students manage their time for studying as early as they begin a new class and study regularly by the following timetable, then it helps them to accomplish more in the class than other students.

Time management competency is important to a well balanced life. How we use the amount of time makes all the difference to our life. Time management is a systematic application of common sense strategies. Time management competency is extremely important, especially when it comes to students because it boosts their grades and enhances their productivity.

Students with poor time management competency are not able to organize duties according to their priorities, so they get distracted easily. Due to this effect the

investigator has taken the topic of the study “ A Study of Time Management Competency among Students studying in higher secondary schools of district Samba”.

## **1.6 STATEMENT OF THE PROBLEM**

The statement of the problem is, “**A STUDY OF TIME MANAGEMENT COMPETENCY AMONG STUDENTS IN HIGHER SECONDARY SCHOOLS OF SAMBA DISTRICT**”.

## **1.7 OPERATIONAL DEFINITIONS OF THE TERM USED**

The following definitions have been laid down:

**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.

## **1.8 OBJECTIVES OF THE STUDY**

Present study is designed and carried out to know the time management competency among students studying in higher secondary schools of Samba district.

Therefore, on the basis of conceptual framework the objectives are as follow:

1. To study the significant difference in time management competency of higher secondary school students on the basis of gender(i.e Boys and Girls).
2. To study the significant difference in time management competency of higher secondary school students on the basis of locality(i.e. rural and urban)
3. To study the significance of the difference between the interactional effect of gender(i.e boy and Girl) and locality( i.e rural and urban)on time management competency of higher secondary schools Students.

## **1.9 HYPOTHESES OF THE STUDY**

1. There is no significant difference in time management competency among girls and boys of higher secondary school.
2. There is no significant difference in time management competency of higher secondary school students on the basis of Locality (rural and urban )
3. There is no significant interactional difference of time management competency among higher secondary school students on the basis of Gender and Locality.

## **1.10 DELIMITATIONS OF THE STUDY**

1. The study was confined to 160 students (80 boys and 80 girls) .
2. The study was restricted to only higher secondary students.
3. The study was conducted only in Samba district.
4. The data was collected from 8 higher secondary school of Samba district only.

## **CHAPTER- 2**

### **REVIEW OF RELATED LITERATURE**

“The competent physician must keep abreast of the latest discoveries in the field of medicine. Obviously the careful student of Education, the research worker and investigator should become familiar with the location and use of sources of educational information.”

**Good, Baar & Scates (1941)**

Related literature implies locating, reading and evaluating reports of research as well as casual observation and opinion that are related to the individual's planned research project. The review of the literature is the basis of the most of the research projects in the physical sciences, natural sciences, social sciences and humanities. It gives the scholar an understanding of the work which has already been done.

There are some of the relevant studies which have been conducted in India and abroad. But, they show the controversial results on the problem undertaken. It may be because these studies have been conducted upon the different sets of people and samples.

In the present study, the investigator while conducting his research work has interacted with scholars who have already conducted research on time management. For enriching his level of understanding, the investigator consulted some reputed journals dissertations, thesis and relevant article in daily news papers. She also consulted the books of foreign authors and Indian authors related to the issues in the study from the library. The investigator has also drawn factual data and information from internet. The investigator also interacted with some professors, teachers and experts to update her knowledge.

Time management of students demands urgent attention to attain their goal. Numerous researches have been conducted to contribute to determine the predictors of educational success of college students as well as teachers. A research work always takes the advantages of the information and the knowledge that had

been accumulated in the past as a result of constant research Endeavour by mankind.

According to Koul (2009) research can never be undertaken in the isolation of the work that has already been done on the problems related to the study propose by any researcher. Every researcher reviewed the related literature from the different resources that includes research journal, articles, books, magazines, encyclopedias, dissertations, abstracts, international year books, theses and most important in the present era the internet access. The detailed account of review of related literature pertaining to variables under study, Time Management Competency among Students Studying in Higher Secondary Schools Students of Samba District.

## **2.1 STUDIES CONDUCTED ON TIME MANAGEMENT COMPETENCY**

**Trueman and Hartley (1996)** conducted a study on comparison between the time management skills and academic performance of mature and traditional entry university students and found that management scales and academic performance of traditional entry university students and found that women students had significantly greater time management skills than men. The study revealed that academic performance was only modestly predicted by age scores ere one component of time management scales.

**Jex and Elacqua (1999)** conducted a study on time management as a moderator of relations between stressors and employee strain and found that the use of time management behaviors was negatively associated with strain. The study observed that these relations were partially mediated by feelings of control over time. The study reveals that moderator tests failed to provide support for time management behavior as a moderator of stressors-train relations.

**Misra and Mckean (2000)** conducted a study on college students academic stress and its relation to their anxiety, time management and leisure satisfaction and found that time management behavior had a greater buffering effect on academic stress than leisure satisfaction activities. The study observe that females had more effective time management behavior than males, but also experienced higher academic stress and anxiety. The study revealed that anxiety reduction and time

management in conjunction with leisure activities may be an effective strategy for reducing academic stress in college students.

**Eerde (2003)** conducted a study on procrastination at work and time management training and found that avoidance reactions were significantly negatively related to time management. The study also revealed that emotional stability was significantly related to worrying and time management. The study observed that there was a significant interaction of the dimensions of time and group membership for the variable of time management.

**Yang, et al., (2005)** conducted a study on relationship between time management disposition and sleep quality of university students and found that time management disposition was negative related to sleep quality. The study concluded that time management disposition was an important factor that affected sleep quality.

**Claessens, et al., (2007)** conducted a study on review of the time management literature and found that time management behaviors related positively to perceived control of time, job satisfaction, health and negatively to stress. The study observed that relationship between work and academic performance was not clear. The study revealed that time management training seems to enhance time management skills, but this does not automatically transfer to better performance.

**Kearns and Gardiner (2007)** conducted a study on relationship between time management behaviors, perceived effectiveness and work related morale and distress in a university context and found that the study had significant practical implications for staff and students. The study concluded that some time management behaviors were able to predict perceived effectiveness and work related morale and distress better than others, and this in turn leads to practical implications for academic and general staff and students.

**Jahangir, et al., (2008)** conducted a study on the effect of time management on academic achievement of students of Islamic Azad University Maragheh Branch and found that there was a meaningful relation between short-term planning and time value in academic achievement. The study revealed that there was no meaningful relationship between long-term planning and academic achievement. The study observed that there was no difference in the accuracy of time

management between boys and girls. The study showed that there was a meaningful relation between age and fields of study of students with time management.

**Ravari, et al., (2008)** conducted a study on the pattern of time management in college students of Kerman University of Medical Sciences and found that there was a significant difference between the course of the study and the mean of the study duration, the study observed that medical students had the highest scores and the bachelor students had the lowest scores. The study revealed that there was no significant difference between the course study and pattern of study management.

**Iscan (2009)** conducted a study on time management skills of Pamukkale University students and their effects on academic achievements and observed that positive attitude of students about time management affects their academic achievements as well as the other dimensions. The study also revealed that positive attitude about time management can help students to develop their skills in time management.

**Mercanlioglu (2010)** conducted a study on the relationship of time management to academic performance of master level students and found that there had a positive significant relationship between time management and academic performance of master level students.

**Necati, et al., (2010)** conducted a study on the relationship between time management skills and academic achievement of potential teachers and found that there was a significant and positive relation between time planning, time consumers and the academic achievement of the students. The study observed that there was a low and positive relation between time consumers and academic achievement. The study revealed that there was a meaningful and moderate relation between time management and academic achievement.

**Sevari and Kandy (2011)** conducted a study on time management skills on self-efficacy and academic performance and found that training of time management skills was helpful to increase the academic achievement. The study revealed that there was a negative correlation between self –efficacy, set goals, time management and effectiveness of education and anxiety.

**Zreena and Vatsala (2011)** conducted a study on adjustment problems, time management and effect of parents' socio-economic status on students' achievement and found that the socio-economic factor had a significant effect on the achievement of the students, but the qualification of the father did not have an effect on their achievement. The study revealed that there was no significant difference in the time management capacity of the high and low achievers but low achievers did show more adjustment problems than the high achievers.

**Omojola and Immaculata (2012)** conducted a study on influences of time management on administrative effectiveness in higher education in Ekiti state and found that there was a significant relationship between procrastination and administrative effectiveness. The study observed that there was a significant relationship between scheduling and administrative effectiveness.

**Abban and Kenneth (2012)** conducted a study on understanding the importance of time management to assistant registrar's in the registrar's department of university of education and found that time management competency was important to a well-balanced life. The study observed that the time management was a systematic application of common sense strategies and it requires little effort, yet it promotes efficient work practices by highlighting wastage. It leads to effective use of time by focusing in our chosen activities. Time management does not solve our problems, it reveals them and provides a structure to implement and monitor solution.

**Abduljabbr, et al., (2012)** conducted a study on relationship between time management and job performance: Empirical study in Malaysia Private University and found that there was positive significant relationship between each of the time attitude with the job performance. The study revealed that there was inverse relationship between time wasters and job performance.

**Adebayo, et al., (2012)** conducted a study on influence of time management on administrative effectiveness in higher education in Ekiti state and found that there was a significant relationship between procrastination and administrative effectiveness. The study observed that there was a significant relationship between scheduling and administrative effectiveness.



**Ngozi, et al., (2012)** conducted a study on time management and academic performance of post graduate students in Nigerian university and found that time management was the not only factor that effects the cumulative grade point average of post graduate students but family workload and other psychological factors also influences the academic achievements of post graduate students in Nigerian university.

**Abbasnejad, et al., (2013)** conducted a study on the relationship between the time management and job stress in teachers of physical education and non-physical education and found that there was a significant difference between time management in physical and non- physical education teachers. The study revealed that was significant but inverse relationship between time management and job stress. The study observed that there was no significant relationship between job stress, age, gender, work experience and education level in non-physical education teachers

**Kaushar (2013)** conducted a study on impact of time management on academic performance of college students and found that there was a significant and positive relationship between time planning, time management and academic performance of the students. The study observed that there was a positive relation between time consumers and academic achievement. The study also reveals that there was a meaningful and moderate relation between time management and academic achievement.

**Mahasneh, et al., (2013)** conducted a study on attitudes of university students towards time management skills and found that there was no significant difference among university students at the Hashemite university in their levels of time planning and time attitudes. The study revealed that there was no significant difference among the four academic performance groups in terms of their levels of awareness about time management skills.

**Pehlivan (2013)** conducted a study on effect of the time management skills of students taking a financial accounting course on their course grades and grade point averages and found that there exists a positive significant relation between students' grade point averages and time attitude. The study revealed that time

management skills affect their grade point average and financial accounting grade point.

**Sabouri, et al., (2013)** conducted a study on relationship between time management of the process training with decision making quality of active sport coaches in Tehran city and found that there was a significant positive relationship between the quality of decision making in Tehran coaches with coach level and their experience of coaching. The study revealed that there was significant relationship between the age of coaches and the quality of their decisions.

**Dalli (2014)** conducted a study on the university students' time management skills in terms of their academic life satisfaction and academic achievement levels and found that there was a positive correlation between university students time management skills, academic life satisfaction and academic achievement levels. The study revealed that there was significance difference between students' time management skills across genders. The study observed that there was a significance difference between students' academic life satisfaction levels across genders.

**Hamzah, et al., (2014)** conducted a study on time management, external motivation and students' academic performance and found that there was a significant and positive relationship between time management and students' academic performance. The study revealed that there was no significant relationship between external motivation and students' academic performance.

**Khatib (2014)** conducted a study on time management and its relation to students 'stress, gender and academic achievement among sample of the students' at AI Ain university of science and technology and found that there was statistically significant but negative relationship between time management and perceived stress. The study revealed that females had higher time management as compared to the males.

**Mataee, et al., (2014)** conducted a study on relationship between academic achievements, motivation and time management among students and found that there was a positive and significant relationship between academic achievement and motivation of students. The study revealed that there was a positive and

significant relationship between academic achievement, motivation and time management of students.

**Miqdadi, et al., (2014)** conducted a study on the relationship between time management and the academic performance of students from petroleum institute in Abu Dhabi and found that time management was related to the academic performance of the male students. The study revealed that successful students were good time managers.

**Yazdani and Godbole (2014)** conducted a study on the relationship between motivation and time management with academic performance and found that there was significant relationship between achievement motivation and time management with academic performance. The study revealed that achievement motivation and time management were effective for academic performance of students and helped them for better performance and academic achievement.

**Ogundele and Afolabi (2015)** conducted a study on the relationship between time management with personality dimensions of physical education teachers in education organization of Tabriz and found there was negative significant relationship between time management with personality dimension of neuroticism. The study revealed that it had direct significant relationship with other aspects of personality (extroversion, direct for new experiences and responsibilities).

**Akcoltekin (2015)** conducted a study on high school students' time management skills in relation to research anxiety and found that there was negative correlation between time management attitude and academic stress levels of high school students. The study revealed that students' time management skills rises and their level of research anxiety decreases. Burcak, Levent and Kaan (2015) conducted a study on investigation of time management skills of college students who play sports and those who don't play sports and found that there was significant difference in time planning sub-dimension and general time management. The study revealed that there was significant difference in general time management and in the whole sub-dimensions except the time enemies sub-dimension.

**Eid, et al., (2015)** conducted a study on the effect of time management skills and self-esteem of students on their grade point average and found that there was a positive correlation between grade point and students' self-esteem. The study

observed that there was a highly significant correlation between self-esteem and time management. The study revealed that there was a positive correlation between level of time management and grade point averages of students.

**Kader and Eissa (2015)** conducted a study on the effectiveness of time management strategies instruction on students' academic time management and academic self-efficacy and found that instructions time management strategies had significant and positive effect on promoting students' self-efficacy. The study revealed that the effects of mentioned instructions in different educational fields were different.

**Kayode and Ayodele (2015)** conducted a study on impact of teachers' time management on secondary school students' academic performance in Ekiti state, Nigeria and found that there was significant relationship between teachers' time management and students' academic performance. The study revealed that level of teachers' time management and academic and academic performance was moderate.

**Sharma and Priya (2015)** conducted a study on time management competency in relation to academic achievement of senior secondary school students and found that time management competency of girls of senior secondary schools were higher to the time management competency of boys. The study revealed that time management competency had good impact on the academic achievement of students.

**Ocak and Boyraz (2016)** conducted a study on examination of the relation between academic procrastination and time management skills of undergraduate students and found that there was statistically and moderate level negative relation between procrastination and time management. The study revealed that the students with higher time management skill might be expected to show less tendency towards academic procrastination.

**Oyuga, et al., (2016)** conducted a study on relationship between time management and academic performance among orphaned secondary school students of Kenya and found that there was high positive correlation between time management and academic achievement among orphaned secondary school students.

**Rai (2016)** conducted a study on the time management on academic performance of the students studying in school and found that only few students manage their work according to the time but those students who manage their work according to the time their performance was better than others. The study revealed that there was a direct positive relation between the time management and academic performance.

**Sahito, et al., (2016)** conducted a study on teachers' time management and the performance of the students; a comparison of government and private schools and found that there was a significant relationship between teachers' time management and students' academic performance. It also revealed that level of teachers' time management and academic performance was moderate.

**Zoubi (2016)** conducted a study on the effect of time management on academic achievement among high school students in Jordan and found that there was statistically significant relationship between the ability to manage time and the academic achievement. The study revealed that time management had good impact on the academic achievements of students.

**Alshaya ,et al., (2017)** conducted a study on the time management related to better academic performance and perceived academic satisfaction among medical students and found that there was no significant difference of time management in participants on the basis of their gender and locality. The study also revealed that pre-clinical students had adequate time management than clinical students. The study observes that there was significant positive correlation between time management and total percentage of marks in last exam and perceived academic satisfaction.

**Ghiasvand, et al., (2017)** conducted a study on relationship between time management skills, anxiety and academic motivation of nursing students in Tehran and found that there had a moderate level of time management skills, state anxiety, trait anxiety and academic motivation. The study observed that there was a statistically significant negative correlation between the student's time management questionnaire scores, state anxiety and trait anxiety scores. The study revealed a positive correlation between the students' time management questionnaire scores and academic motivation scores.

**Begum (2022)** concluded that there is a significant effect of time management competency on test anxiety of students. There is a significant effect of gender on test anxiety of students. Also there is no significant interaction effect of time management competency and gender on test anxiety of students.

# **CHAPTER- 3**

## **RESEARCH METHODOLOGY**

Research methodology is a systematic way to solve a problem. It is a science studying how research is to carried out. Essentially, the procedure by which researchers go about their work of describing, explaining and predicting the phenomenon is called research methodology. It is necessary for researcher to design a methodology fir the problem is same the methodology may be different. It is important for the researcher to known not only the research methods for the research undertaken but also the methodology.

### **3.1 RESEARCH METHOD**

The present study is both qualitative and quantitative in nature.

### **3.2 VARIABLES FOR THE STUDY**

#### **Independent variables**

**Gender:** Male and Female

**Locality :** Urban and Rural

#### **Dependent variables**

Time management competency scores

### **3.3 POPULATION**

In the present study, the population comprised 160 students 8 higher secondary school students of Samba districts both rural and urban areas.

### **3.4 SAMPLE**

“Sampling is fundamental to all statistical methodology of research. It is the part of the strategy of research”

Before taking any research problem, it is necessary to plan “sampling design”, which is the joint procedure for selection and estimation. Sampling generally refers to the process of selecting a small part of specimen of something in order to determine some quality or characteristics of the whole. The method of selecting for study a portion of the universe in sets is known as sampling.

Sampling is basis of all statistical methodology of research. Bad sampling vitiates the data at the sources and no amount of subsequent statistical fineness will improve the quality. It is therefore essential to take care of sampling; the size of sample varies from study to study, methods and nature of population. Good sample minimizes error of estimation. Sampling is both necessary and advantageous.

Due to limited time, the investigator did not take the whole population for study. The selected kind of sampling i.e. stratified random sampling, which is the selection of the cases randomly after making their strata from population and has an equal chance of being chosen. In the present study sample of 160 students have been selected through Simple random sampling method studying in 11th and 12<sup>th</sup> class. Out of 160 students 80 were male and 80 were female were selected randomly .

The government and private schools from where certain numbers of students were randomly selected have be shown in the table 3.1:

**Table 3.1 Detail of the sample**

<b>S.no</b>	<b>Name of the schools</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
1.	Govt. Higher Secondary School, Jakh	10	10	20
2.	Vaid Higher Secondary School, Vijaypur	10	10	20
3.	Calvary Mission Hr. Sec. School, Gudwal	10	10	20
4.	Gandhi Memorial Hr. Sec. School, Vijaypur	10	10	20
5.	Arvind Gosh Higher Secondary. School, Vijaypur	10	10	20
6.	Govt. Higher Secondary School, Smailpur	10	10	20
7.	Govt. Higher Secondary School, Vijaypur	10	10	20
8.	Govt. Higher Secondary School, Raya	10	10	20
	<b>TOTAL</b>	<b>80</b>	<b>80</b>	<b>160</b>



### **3.5 SELECTION OF THE TOOL**

Tools are the means of collection of data, tools as the data gathering instrument vary in their complexity, design, administration and are dependent upon various considerations such as objectives of the study, hypothesis of the study, availability of the time as well as that of the tool itself. The relevance of the research tool implies its appropriateness, reliability means consistency and validity refers to genuineness or purposefulness.

For the present study, A Time Management Competency Scale for the higher secondary school students by **D.N. Sansanwal and Meenakshi Parashar (2007)** has been used.

#### **Time management Competency Scale for higher Secondary School Students**

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. 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.

While distributing the wealth, happiness, health etc. God had discriminately distributed the same unevenly. But it is the time that is evenly distributed among all whether one is Prime minister of a country or a citizen . Everybody has got a day of twenty fours hours. One of the common observations is that people almost from all walks of life do feel that they don't get sufficient time for the work that they want to do. Not only has this evened the students in the examination hall complain about the shortage of time. So time passes fast when you are bust , interested 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. There is no scale to assess time management competency. Thus time management competency scale was developed to help people to know the extent to which they can manage the available time efficiently. The time management competency operational has been defined as the process wherein well defined activities are sequenced so that the predetermined objectives/goals/aims can be achieved efficiently. According to Charles and Legendary, time management consists of four steps. These are

planning, Organizing, Leading and Evaluating. These steps formed on the basis of developing the Time Management Competency Scale.

**Table 3.2 Dimensions of the scale**

<b>S.NO</b>	<b>STEPS OF TIME MANAGEMENT</b>	<b>ITEM NO. SERIAL WISE</b>	<b>TOTAL NUMBER OF STATEMENTS</b>
1.	Planning	4,5,8,14,17,20,21,23,26,27,31,35	12
2	Organizing	3,12,13,15,16,25,29,30,33	09
3.	Learning	1,2,7,10,11,18,22,24,34,36	10
4.	Evaluating	6,9,19,28,32	05
		<b>TOTAL</b>	36

### **3.6 ADMINISTRATION OF THE TOOL**

The investigator visited the schools personally for the collection of data. First of all, the investigator approached the Heads of the institutions and the purpose of the data collection was explained to them. The higher secondary school students included in the sample were selected randomly by the researcher and a cordial atmosphere was developed, the students were informed that their responses were kept confidential and therefore be frank, honest, bold and sincere while answering the questions. After providing the necessary instructions, the researcher distributed copies of the Time management Competency Scale among students. Every attempt was made to remove their doubts and difficulties. The students were directed to read statements one by one and tick the suitable response in the scale. After filling the responses, answer-sheets were collected back. In this way, the scale was administered on all selected higher secondary schools students included in the sample and thus the data was collected.

### 3.7 SCORING OF PROCEDURE

The positive statements are 1, 3, 4, 5, 8, 11, 13, 17, 20, 23, 24, 25, 26, 27, 28, 29, 31, and 33. The negative statements are 2, 6, 7, 9, 10, 12, 14, 15, 16, 18, 19, 21, 22, 30, 32, 34, 35 and 36. For the positive statements the weightage for Always(A), Frequently (F), Sometimes(ST), Rarely(R), Never(N) were 5, 4, 3, 2, 1 respectively.

On the other hand, negative statements for Always(A), Frequently(F), Sometimes(ST), Rarely(R), Never(N) were 1, 2, 3, 4, 5 respectively.

#### Scoring of time management

Statements	Item Sr. No.	Always A	Frequently F	Sometimes ST	Rare R	Never N
Positive	1, 3, 4,5,8, 11, 13, 17, 20,23,24 25,26,27, 28, 29, 31, 33	5	4	3	2	1
Negative	2,6,7,9,10,12,14, 15,16, 18,19, 21,22,30,32,34,3 5, 36	1	2	3	4	5

### 3.8 STATISTICAL TECHNIQUE USED

In the present investigation the investigator was instead find out the time management competency of 11th and 12th class students of Samba district. In view of these considerations, the technique of two way ANOVA was used to realize the objectives of the study. The use of ANOVA was considered most appropriate technique.

## CHAPTER – 4

### ANALYSIS AND INTERPRETATION OF DATA

One of the most important steps in any research project is the organization of analysis and interpretation of data. The tabulated data has no meaning unless it is analysed and interpreted by some suitable statistical technique so as to arrive at significant conclusion.

Analysis of data means studying the tabulated data in order to determine inherent facts or meanings. It involves the breaking up of the complex factors into simpler parts and putting them together for the purpose of interpretation. The interpretation of data helps the investigator to analyse the same problem or the related problem with appropriate statistical techniques without wasting their labour. After the collection of data, it must be analyzed properly so as to draw proper inferences. It must be carefully edited, systematically analyzed, intelligently interpreted and rationally concluded.

The purpose of interpretation is essentially to know – what do the results show? What do they mean? What is their significance etc. So the interpretation is considered to be the most important step in the total procedure of research.

#### 4.1 ASSUMPTIONS OF ANALYSIS OF VARIANCE

Analysis of variance (ANOVA) is a powerful statistical technique or tool used to test the homogeneity of several means. It was developed by R.A. Fisher, an English Statistician in 1920's who is also considered to be the father of modern statistics. It is an economical method of testing significant difference between the means of two groups. In its simplest form, the analysis of variance is used to test the significance of the differences between two or more groups. According to Fisher, "Analysis of variance (ANOVA) is the separation of variance ascribable to our group of causes from variance ascribable to other groups."

Following are the important assumptions of Analysis of variance :-

- 1) **Independence of Groups:-** It is assumed that the groups selected should be made up of randomly selected subjects and are independent.

- 2) **Homogeneity of variance :-** It is assumed that the population from which groups have been selected have equal variances. In symbols, it is presented as,

$$\sigma^2_1 = \sigma^2_2 \dots\dots\dots \sigma^2_k$$

- 3) **Normality of Distribution :-** The sample selected from the population should have normal distribution.
- 4) **Addivity :-** It has been stated that the total variance is obtained due to sum of two or other sources of variances i.e. variations.

#### **4.2 ADVANTAGES OF ANALYSIS OF VARIANCE**

Following are the advantages of ANOVA :-

- 1) Analysis of variance helps to compare all the groups or any number of comparison in a single test.
- 2) It is time saving and also involves less risk of errors i.e. when we reject the null hypothesis at small variance to be significant at .05 level.
- 3) The results obtained through analysis of variance is understandable and interpretable.
- 4) It is a powerful statistical technique for testing significance of mean difference.
- 5) The analysis of variance is useful when there are more than two groups to be compared for testing significance of mean difference.

#### **4.3 SELECTION OF THE STATISTICAL TECHNIQUE OF ANALYSIS**

In the present investigation the investigator selected one statistical technique i.e. ANOVA. In ANOVA investigator studied the main effect of independent variables over dependent variable

In view of these consideration, the technique of two way ANOVA was used to realize the objectives of the study. The use of ANOVA was considered most appropriate technique.

#### 4.4 ANALYSIS OF VARIANCE

In the present study, the two – way analysis of variance technique is applied to the data of time management competency scores with the factorial design as 2x2 factorial matrices with time management competency in the school as criterion, which was studied in relation to gender and locality.

#### 4.5 GENERAL COMPUTATIONAL STEPS FOR COMPUTATION OF TWO WAY ANOVA

Following are the general computational steps employed in two way ANOVA

Step I. Correction or C = 
$$\frac{(\sum X_T)^2}{N_T}$$

Step II. Sum of squares for total (SS<sub>T</sub>)

$$SS_T = \sum X_T^2 - C$$

Step III. Sum of squares for A (SS<sub>A</sub>)

$$SS_A = \frac{(\sum A_1)^2}{NA_1} + \frac{(\sum A_2)^2}{NA_2} - C$$

Step IV. Sum of squares for B (SS<sub>B</sub>)

$$SS_B = \frac{(\sum B_1)^2}{NB_1} + \frac{(\sum B_2)^2}{NB_2} - C$$

Step V. Sum of squares for Between cells (SS<sub>Bet. cells</sub>)

$$SS_{\text{Bet. cells}} = \frac{(\sum A_1 B_1)^2}{N_1} + \frac{(\sum A_1 B_2)^2}{N_2} + \frac{(\sum A_2 B_1)^2}{N_3} + \frac{(\sum A_2 B_2)^2}{N_4} - C$$

Step VI. Sum of squares for Interaction (SS<sub>AxB</sub>)

$$SS_{AxB} = SS_{\text{Bet}} - (SS_A + SS_B)$$

Step VII. Sum of squares for within (SS<sub>W</sub>)

$$SS_W = SS_T - SS_{\text{Bet. cells}}$$

### Summary of two – way ANOVA

Sources of variance	SS	DF	MS	F	Level of Significance
A ( Columns )					
B (Rows)					
AxB ( Columns & Rows)					
Within					

### COMPUTATION OF TWO WAY ANOVA

In this study, the researcher was interested to study the differences in time management competency among higher secondary school students on the interactional effect of gender and locality.

**Table 4.1 Showing scores of time management competency in relation to  
gender and locality**

		GENDER (A)		
		Male (A <sub>1</sub> )	Female (A <sub>2</sub> )	
<b>LOCALITY (B)</b>	<b>(B<sub>1</sub>) Urban</b>	90	98	
		94	88	
		93	97	
		94	86	
		91	97	
		89	89	
		85	89	
		88	90	
		84	87	
		105	102	
		$\Sigma A_1 B_1 = 913$ $N_1 = 10$	$\Sigma A_2 B_1 = 923$ $N_3 = 10$	$\Sigma B_1 = 1836$ $NB_1 = 20$
<b>(B<sub>2</sub>) Rural</b>	97	93		
	107	106		
	104	96		
	108	103		
	98	92		
	98	90		
	93	94		
	113	91		
	88	99		
	90	107		
	$\Sigma A_1 B_2 = 996$ $N_2 = 10$	$\Sigma A_2 B_2 = 971$ $N_4 = 10$	$\Sigma B_2 = 1967$ $NB_2 = 20$	
	$\Sigma A_1 = 1909$ $NA_1 = 20$	$\Sigma A_2 = 1894$ $NA_2 = 20$	$\Sigma X_T = 3803$ $N_T = 40$	



**Table 4.2 Showing squares of the scores.**

		GENDER		
		Male (A <sub>1</sub> )	Female (A <sub>2</sub> )	
<b>Locality (B)</b>	<b>(B<sub>1</sub>) Urban</b>	8100	9604	
		8836	7744	
		8649	9409	
		8836	7396	
		8281	9409	
		7921	7921	
		7225	7921	
		7744	8100	
		7056	7569	
		11025	10404	
		$\Sigma A_1^2 B_1^2 = 83673$	$\Sigma A_2^2 B_1^2 = 85477$	
	<b>(B<sub>2</sub>) Rural</b>	9409	8649	
		11449	11236	
		10816	9216	
		11664	10609	
		9604	8464	
		9604	8100	
		8649	8836	
		12769	8281	
7744		9801		
8100	11449			
	$\Sigma A_1 = 99808$	$\Sigma A_2 = 94641$	$\Sigma X_T^2 = 363599$	

**Step I. Correction or C**  $= \frac{(\Sigma X_T)^2}{N_T}$

$$= \frac{(3803)^2}{40} = \frac{14462809}{40}$$

$$= 361570.2$$

**Step II. Sum of squares for Total (SS<sub>T</sub>)**

$$SS_T = \Sigma X^2_T - \frac{(\Sigma X_T)^2}{N_T} \text{ or } C$$

$$SS_T = 363599 - 361570.2$$

$$SS_T = 2028.8$$

**Step III. Sum of squares for A (SS<sub>A</sub>)**

$$SS_A = \frac{(\Sigma A_1)^2}{NA_1} + \frac{(\Sigma A_2)^2}{NA_2} - \frac{(\Sigma X_T)^2}{N_T} \text{ or } C$$

$$= \frac{(1909)^2}{20} + \frac{(1894)^2}{20} - C$$

$$= \frac{3644281}{20} + \frac{3587236}{20} - C$$

$$= 182214.05 + 179361.8 - C$$

$$= 361575.85 - 361570.2$$

$$SS_A = 5.65$$

**Step IV. Sum of squares for B (SS<sub>B</sub>)**

$$SS_B = \frac{(\Sigma B_1)^2}{NB_1} + \frac{(\Sigma B_2)^2}{NB_2} - \frac{(\Sigma X_T)^2}{N_T} \text{ or } C$$

$$= \frac{(1836)^2}{20} + \frac{(1967)^2}{20} - C$$

$$= \frac{3370896}{20} + \frac{3869089}{20} - C$$

$$= 168544.8 + 193454.45 - 361570.2$$

$$SS_B = 429.05$$

**Step V. Sum of squares for Between cells (SS<sub>Bet.cells</sub>)**

$$SS_{\text{Bet.cells}} = \frac{(\Sigma A_1 B_1)^2}{NA_1 B_1} + \frac{(\Sigma A_1 B_2)^2}{NA_1 B_2} + \frac{(\Sigma A_2 B_1)^2}{NA_2 B_1} + \frac{(\Sigma A_2 B_2)^2}{NA_2 B_2} - \frac{(\Sigma X_T)^2}{N_T}$$

$$= \frac{(913)^2}{10} + \frac{(996)^2}{10} + \frac{(923)^2}{10} + \frac{(971)^2}{10} - C$$

$$\begin{aligned}
&= \frac{833569}{10} + \frac{992016}{10} + \frac{851929}{10} + \frac{942841}{10} - C \\
&= 83356.9 + 99201.6 + 85192.9 + 94284.1 - C \\
&= 362035.5 - 361570.2
\end{aligned}$$

$$SS_{\text{Bet. cells}} = 465.3$$

**Step VI. Sum of squares for interaction (SS<sub>AxB</sub>)**

$$\begin{aligned}
SS_{\text{AxB}} &= SS_{\text{Bet. cells}} - (SS_A + SS_B) \\
&= 465.3 - (5.65 + 429.05) \\
&= 465.3 - 434.7
\end{aligned}$$

$$SS_{\text{AxB}} = 30.6$$

**Step VII. Sum of squares for within (SS<sub>w</sub>)**

$$\begin{aligned}
SS_w &= SS_T - SS_{\text{Bet. cells}} \\
&= 2028.8 - 465.3 \\
&= 1563.5
\end{aligned}$$

**Table 4.3 : Showing the summary of ANOVA for 2x2 Factorial Design**

Source of variance	SS	Df	MS	F	Level of Significance
A (Gender)	5.65	1	5.65	0.13	Not Significant
B (Locality)	429.05	1	429.05	9.88	Significant *
AxB(Gender X Locality)	30.6	1	30.6	0.70	Not Significant
Within	1563.5	36	43.43		

\*at 0.01 level of significance

**INTERPRETATION**

The F-ratio for variable A i.e. Gender (Male/Female) came out to be 0.13 against degree of freedom 1 & 36. Table values for level of significance is 4.11 and 7.39 for .01 & .05 level of significance respectively. From the above table it has been shown that the calculated value of F is less than the table value. Thus it can be concluded that there is no significant difference in male & female towards time management competency. Hence, hypothesis no. 1 stating that there is no

significant difference in the time management competency among students belonging to different gender (Male/Female) stands accepted.

The F-ratio for variable B locality (i.e. Urban/Rural) came out to be 9.88 which is significant at 0.01 level of significance. Thus it can be concluded that the students of urban & rural differ significantly towards time management competency. Hence, hypothesis no. 2 stating that there will be no significant difference in the time management competency among students belonging to different locality (Urban/Rural) is rejected.

The F-ratio for the variable AxB comes out to be 0.70 which is not significant. From the above table it has been shown that the calculated value of F is less than the table value. This indicates that under just influence of locality & gender there is no significant difference in the time management competency among students. Hence, the hypothesis no. 3 stands accepted.

## **CHAPTER - 5**

### **CONCLUSIONS, EDUCATIONAL IMPLICATIONS**

### **AND SUGGESTIONS FOR FURTHER RESEARCH**

#### **5.1 CONCLUSIONS**

In the light of the interpretation of the results discussed in the present investigations, as already discussed in the previous chapter, the investigator lays down the following conclusions :

1. There is no significant difference in time management competency among girls and boys of higher secondary school.
2. There is significant difference in time management competency of higher secondary school students on the basis of Locality(rural and urban )
3. There is no significant interactional difference of time management competency among higher secondary school students on the basis of Gender and Locality.

#### **5.2 EDUCATIONAL IMPLICATIONS**

In this study, the major findings indicates that the time management competency of urban school students is found better than rural school students because the quality of educational qualification of teaching staff & facilities given in the Private School are better than Government & Private Schools have cut throat competition in the market similarly the time management competency of male Students & Urban Students is better than female student's & Rural student's. So that Government Secondary School Students should be provided quality education, and the teaching staff should teach effectively. The Government School Students should have good time management competency quality as compare to Private School so that the Government School Students may acquire better skills in time management competency.

Higher education level have been considered an important and powerful tool for decision making in the present competitive world, where students of both the gender being evaluated with respect to their achievement, skills and abilities. Time

management is an important factor for academic success for all students. Therefore effective time management strategies are essential to increase academic achievement. Time management skills is also associated with self-management skills that help in developing positive attitude towards self, making the students more confident and efficient to face exams without anxiety and fear. It also helps to overcome physiological problems like headaches, stomach problems, and numbness before and during examinations. For enhancing time management skills, students can be helped by their teachers, parents, and educational administrators through the use of cognitive, affective, and behavioral strategies. Teachers can also teach students some anxiety management techniques, such as meditation and mindfulness, etc. If institutions such as schools and colleges try to arrange training and intervention programmes which may be helpful to facilitate the time management skills with student-centric orientation, will ultimately reduce test anxiety of students which will serve as bases for their success, achievement and recognition.

### **5.3 SUGGESTIONS FOR FURTHER RESEARCH**

The following suggestions are put forth by the investigator which can be taken up for further exploration.

1. The present study cannot be called or comprehensive more work can be done on different samples of different age group.
2. The present study is restricted to only Samba district.
3. The study was confined only to the sample of 160 students. Hence, it is suggested that some type of further investigation can be made to know some more new areas it left untouched.
4. The present study was limited to 8 schools and it is suggested that college and university can be taken for study also.
5. Since the present study was conducted in Samba district only. Same study can be conducted in other district of J&K state.

# **SUMMARY**

**SUPERVISOR:**

**SUNITA SARYARA**

**Asstt. Professor**

**INVESTIGATOR:**

**KONIKA JAMWAL**

**M Ed Student**

**TOPIC: A STUDY OF TIME MANAGEMENT COMPETENCY  
AMONG STUDENTS IN HIGHER SECONDARY  
SCHOOLS OF SAMBA DISTRICT**

## **A) INTRODUCTION**

Time is very precious, it has wings and as such is passing very fast. Time is irrecoverable, limited and dynamic. Time is a measure in which events can be arranged from the past through the present into future, and also the measure of durations of events and the intervals between them. Time, once gone, never comes back. Time plays an important role in the life of an individual. It is very important for individuals to utilize time in their daily activities. People, who manage time profitably, never feel any difficulty in the performance of their duties and are always considered as the successful members of the society. Managing time effectively helps in using time to accomplish what we want. It refers to the techniques and strategies that individuals use in utilizing and maximizing the work that they do. Proper time management always results in contentment and satisfaction in daily life. People, who don't bother to enhance their skills through free time management, always cultivate the habit of doing things haphazardly without any proper planning. Such people are always unable to enjoy life successfully. Time is an essential resource. It is so delicate that it cannot be saved but can only be spent and once misused it can never be regained. Every individual is looking for ways to improve the time management.

Time management strategies to organize aspects of one's life, therefore allowing one's time to complete all the tasks necessary to reduce one's stress level in completing the task in a scheduled and organized fashion, a student will also enhance his academic performances and achievements. Time management can be viewed as an anticipatory strategy that can prompt students to use others' self-regulatory process and can also be viewed as a performance outcome that students can use to self-regulate their current and future learning and academic performance.

Time management is more than just managing time. It is about controlling the use of the most valuable and undervalued resources. It is managing oneself in relation to time. It is setting priorities and taking charge of the situation and time utilization. It means changing those habits and activities that cause waste of time. It is being willing to adopt habits and methods to make maximum use of time. With good time management skills, one is in control of one's time stress and energy level. One can maintain balance between one's work and personal life. It is not how much time one has, but rather the way one uses it. The bottom line is how well one manages time. Time management is recognized as a critical factor for determining success in school. Time management refers to a range of skills, tools and techniques used to use time efficiently to accomplish specific tasks, projects and goals. High-performing students tend to make a conscious effort to plan and manage.

## **B) IMPORTANCE OF TIME MANAGEMENT**

The importance of time management and the usefulness of a time management system lies in allowing people to accomplish more things faster. Time management teaches people how to manage their lives and time effectively. Here are some reasons why it is important to manage time advantageously:

**Time is limited:** Time is a very special resource because we cannot store it or save it. It helps us to transform our dreams into reality. Everybody gets the same amount of time each day, but if we don't use our time profitably and wisely, we may end up losing all the hours for the day. Time is limited to 24 hours a day. So we must plan our life wisely.



**Time management keeps us on track:** Whether it is a daily work list, or a long term career, proper time management keeps us on track.

**Time management for relaxation:** Time management teaches us to relax from time to time. Proper time management helps us to devote some part of time to work, and the other part of time to recreation and relaxation. If a person can balance his time between his work and relaxation, he can emerge to be one of the successful individuals of his/her time.

**Time management keeps things in context:** Generally, people are found complaining that there is no balance in their lives. One of the reasons why time management is important is because it helps us to put it in the right context.

**Improves quality of life :** Effective time management improves the quality of life. By managing the time, some of the most common problems such as stress and lack of time for personal interests, can be solved very effortlessly.

**Reduces frustration :** Time is the only tool that can make or break us. This is applicable, especially when we have to create a balance between our professional and personal life in our hectic and tiresome routine. To serve the purpose, we should have to find time to do everything that our heart desires. By managing our time in a proper manner, we will get rid of all frustration.

**Give peace of mind:** Peace of mind is required to lead a healthy and disease free life. Restlessness and stress are the root cause for the lack of peace. Stress causes us to think and perform work undesirably, and this leads to chains of emotion which adversely affect people around us. By managing the time wisely, we will be able to give ourselves and our loved ones the much desired time and attention.

**Increases energy level:** Effective time management increases the energy level to a great extent. This is because proper time management, the unhandled jobs and unfinished business can be done within the deadline. It will also boost up one's energy level more than the past. This, in turn, enables us to concentrate on the task at hand, without bothering about the pending ones.

**Give more quality time:** Effective time management gives more time to make progress and energy life to the fullest. This is because there are many things that we might ignore, but still have to do for our survival.

**Proper use of time helps us to achieve our goals:** We need to do almost anything worthwhile in life. Waiting for more free time is losing battle that almost never results in getting time for what we want. We should learn how to make time for the things that are important. Time management helps us to make conscious choices, so that we can spend more time doing things that are important and valuable.

**Time management helps to accomplish more work with less effort:** When people become more productive using improved time management skills and tools, they can accomplish more with less effort. Reducing wastage of time and efforts give us even more productive time throughout the day. Both of these allow us to make time for a wide range of activities that bring more balance and fulfillment in our lives. We should find time for the things that are important to us. A small amount of time once a day, or even once a week, will take us close to our goals.

### **C) NEED AND SIGNIFICANCE OF THE STUDY**

Importance of time management and usefulness of this system lies in allowing people how to manage to accomplish more things faster. Time management teaches people how-to manage their lives and time effectively. Time is a very special resource because we cannot store or save it. It helps us to transform our dreams into reality. Everybody gets the same amount of the time each day, but if we don't use it profitably and wisely we may end up losing all the hours for the day. Time is limited to 24 hours a day. So we must plan our life wisely. We need to do almost anything worthwhile in life. Waiting for more free time is losing battle that almost never results in getting time for what we want. We should learn how to make time for the things that are important.

Time management helps us to make time for the things that are important. Time management helps us to make conscious choices so that we can spend more time doing things that are important and valuable. When people become more productive using improved time management skills and tools, they can accomplish more with less effort. Reducing wastage of time and efforts gives us more productive time thought out the day. Both of these allow us to make time for a wide range of activities that brings more balance and fulfillment in our lives. We should find time for the things that are important to us. Small amount of time once

a day, or even once a week, will take us close to our goals. Whether it is a daily work list, or a long term career, proper time- management keep us on track.

Time management is important for students to do the study with focus. Time management is important for students to get high marks. Student's success in studies depends much on managing time efficiently. The habits and morals they acquire during school's time and home will stick with them throughout future. Time management shapes the student's mind into the direction of discipline and sense of duty. Time management is not taught as an academic subject in schools. The focus of learning time management skills is just to develop the habits of spending time wisely.

Students get a minimum of one year to pass one class. One whole year's time students spend on completing syllabus, doing homework, giving exams. Some students only start studying seriously when the exam dates are near. If students manage their time for studying as early as they begin a new class and study regularly by the following timetable, then it helps them to accomplish more in the class than other students.

Time management competency is important to a well balanced life. How we use the amount of time makes all the difference to our life. Time management is a systematic application of common sense strategies. Time management competency is extremely important, especially when it comes to students because it boosts their grades and enhances their productivity.

Students will poor time management competency are not able to organize duties according to their priorities, so they get distracted easily. Due to this effect the investigator has taken the topic of the study “ A Study of Time Management Competency among Students studying in higher secondary schools of district Samba”.

#### **D) STATEMENT OF THE PROBLEM**

The statement of the problem is, “**A STUDY OF TIME MANAGEMENT COMPETENCY AMONG STUDENTS IN HIGHER SECONDARY SCHOOLS OF SAMBA DISTRICT**”.

## **E) OPERATIONAL DEFINITIONS OF THE KEY TERMS**

**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.

## **F) OBJECTIVES OF THE STUDY**

Present study is designed and carried out to know the time management competency among students studying in higher secondary schools of Samba district.

Therefore, on the basis of conceptual framework the objectives are as follow:

1. To study the significant difference in time management competency of higher secondary school students on the basis of gender(i.e Boys and Girls).
2. To study the significant difference in time management competency of higher secondary school students on the basis of locality(i.e. rural and urban)
3. To study the significance of the difference between the interactional effect of gender(i.e boy and Girl) and locality( i.e rural and urban)on time management competency of higher secondary schools Students.

## **G) HYPOTHESES OF THE STUDY**

1. There is no significant difference in time management competency among girls and boys of higher secondary school.
2. There is no significant difference in time management competency of higher secondary school students on the basis of Locality (rural and urban )
3. There is no significant interactional difference of time management competency among higher secondary school students on the basis of Gender and Locality.

## **H) DELIMITATIONS OF THE STUDY**

1. The study was confined to 160 students (80 boys and 80 girls) .
2. The study was restricted to only higher secondary students.
3. The study was conducted only in Samba district.
4. The data was collected from 8 higher secondary school of Samba district only.

## **I) RESEARCH METHOD**

The present study is both qualitative and quantitative in nature.

## **J) VARIABLES FOR THE STUDY**

### **Independent variables**

**Gender:** Male and Female

**Locality :** Urban and Rural

### **Dependent variables**

Time management competency scores

## **K) POPULATION**

In the present study, the population comprised 160 students 8 higher secondary school students of Samba districts both rural and urban areas.

## **L) SAMPLE**

“Sampling is fundamental to all statistical methodology of research. It is the part of the strategy of research”

Before taking any research problem, it is necessary to plan “sampling design”, which is the joint procedure for selection and estimation.

Sampling generally refers to the process of selecting a small part of specimen of something in order to determine some quality or characteristics of the whole. The method of selecting for study a portion of the universe in sets is known as sampling.

Sampling is basis of all statistical methodology of research. Bad sampling vitiates the data at the sources and no amount of subsequent statistical fineness will

improve the quality. It is therefore essential to take care of sampling; the size of sample varies from study to study, methods and nature of population. Good sample minimizes error of estimation. Sampling is both necessary and advantageous.

Due to limited time, the investigator did not take the whole population for study. The selected kind of sampling i.e. stratified random sampling, which is the selection of the cases randomly after making their strata from population and has an equal chance of being chosen. In the present study sample of 160 students have been selected through Simple random sampling method studying in 11th and 12<sup>th</sup> class. Out of 160 students 80 were male and 80 were female were selected randomly. .

## **M) SELECTION OF THE TOOL**

Tools are the means of collection of data, tools as the data gathering instrument vary in their complexity, design, administration and are dependent upon various considerations such as objectives of the study, hypothesis of the study, availability of the time as well as that of the tool itself. The relevance of the research tool implies its appropriateness, reliability means consistency and validity refers to genuineness or purposefulness.

For the present study, A Time Management Competency Scale for the higher secondary school students by **D.N. Sansanwal and Meenakshi Parashar (2007)** has been used.

### **Time management Competency Scale for higher Secondary School Students**

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. 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.

While distributing the wealth, happiness, health etc. God had discriminately distributed the same unevenly. But it is the time that is evenly distributed among all whether one is Prime minister of a country or a citizen . Everybody has got a day of twenty fours hours. One of the common observations is that people almost from all walks of life do feel that they don't get sufficient time for the work that they want to do. Not only has this evened the students in the examination hall

complain about the shortage of time. So time passes fast when you are busy, interested 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. There is no scale to assess time management competency. Thus time management competency scale was developed to help people to know the extent to which they can manage the available time efficiently. The time management competency operational has been defined as the process wherein well defined activities are sequenced so that the predetermined objectives/goals/aims can be achieved efficiently. According to Charles and Legendary, time management consists of four steps. These are planning, Organizing, Leading and Evaluating. These steps formed on the basis of developing the Time Management Competency Scale.

**Table 2 Dimensions of the scale**

<b>S.NO</b>	<b>STEPS OF TIME MANAGEMENT</b>	<b>ITEM NO. SERIAL WISE</b>	<b>TOTAL NUMBER OF STATEMENTS</b>
1.	Planning	4,5,8,14,17,20,21,23, 26,27,31,35	12
2	Organizing	3,12,13,15,16,25,29, 30,33	09
3.	Learning	1,2,7,10,11,18,22,24, 34,36	10
4.	Evaluating	6,9,19,28,32	05
		<b>TOTAL</b>	36

#### **N) ADMINISTRATION OF THE TOOL**

The investigator visited the schools personally for the collection of data. First of all, the investigator approached the Heads of the institutions and the purpose of the data collection was explained to them. The higher secondary school students included in the sample were selected randomly by the researcher and a cordial atmosphere was developed, the students were informed that their responses were

kept confidential and therefore be frank, honest, bold and sincere while answering the questions. After providing the necessary instructions, the researcher distributed copies of the Time management Competency Scale among students. Every attempt was made to remove their doubts and difficulties. The students were directed to read statements one by one and tick the suitable response in the scale. After filling the responses, answer-sheets were collected back. In this way, the scale was administered on all selected higher secondary schools students included in the sample and thus the data was collected.

### **O) SCORING OF PROCEDURE**

The positive statements are 1, 3, 4, 5, 8, 11, 13, 17, 20, 23, 24, 25, 26, 27, 28, 29,31, and 33. The negative statements are 2, 6, 7, 9, 10, 12, 14, 15, 16, 18, 19, 21, 22, 30, 32, 34, 35 and 36. For the positive statements the weightage for Always(A), Frequently(F), Sometimes(ST), Rarely(R), Never(N) were 5,4,3,2,1 respectively.

On the other hand, negative statements for Always(A), Frequently(F), Sometimes(ST),Rarely(R), Never(N) were 1,2,3,4,5 respectively.

#### **Scoring of time management**

Statements	Item Sr. No.	Always A	Frequently F	Sometimes ST	Rare R	Never N
Positive	1, 3, 4,5,8, 11, 13, 17, 20,23,24 25,26,27, 28, 29, 31, 33	5	4	3	2	1
Negative	2,6,7,9,10,12,14, 15,16, 18,19, 21,22,30,32,34,3 5, 36	1	2	3	4	5

### **P) STATISTICAL TECHNIQUE USED**

In the present investigation the investigator was instead find out the time management competency of 11th and 12th class students of Samba district. In view of these considerations, the technique of two way ANOVA was used to



realize the objectives of the study. The use of ANOVA was considered most appropriate technique.

## Q) ANALYSIS AND INTERPRETATION OF DATA

**Table A : Showing the summary of ANOVA for 2x2 Factorial Design**

Source of variance	SS	Df	MS	F	Level of Significance
A (Gender)	5.65	1	5.65	0.13	Not Significant
B (Locality)	429.05	1	429.05	9.88	Significant *
AxB(Gender X Locality)	30.6	1	30.6	0.70	Not Significant
Within	1563.5	36	43.43		

\*at 0.01 level of significance

### INTERPRETATION

The F-ratio for variable A i.e. Gender (Male/Female) came out to be 0.13 against degree of freedom 1 & 36. Table values for level of significance is 4.11 and 7.39 for .01 & .05 level of significance respectively. From the above table it has been shown that the calculated value of F is less than the table value. Thus it can be concluded that there is no significant difference in male & female towards time management competency. Hence, hypothesis no. 1 stating that there is no significant difference in the time management competency among students belonging to different gender (Male/Female) stands accepted.

The F-ratio for variable B locality (i.e. Urban/Rural) came out to be 9.88 which is significant at 0.01 level of significance. Thus it can be concluded that the students of urban & rural differ significantly towards time management competency. Hence, hypothesis no. 2 stating that there will be no significant difference in the time management competency among students belonging to different locality (Urban/Rural) is rejected.

The F-ratio for the variable AxB comes out to be 0.70 which is not significant. From the above table it has been shown that the calculated value of F is less than the table value. This indicates that under just influence of locality &

gender there is no significant difference in the time management competency among students. Hence, the hypothesis no. 3 stands accepted.

## **R) CONCLUSIONS**

In the light of the interpretation of the results discussed in the present investigations, as already discussed in the previous chapter, the investigator lays down the following conclusions :

1. There is no significant difference in time management competency among girls and boys of higher secondary school.
2. There is significant difference in time management competency of higher secondary school students on the basis of Locality(rural and urban )
3. There is no significant interactional difference of time management competency among higher secondary school students on the basis of Gender and Locality.

## **S) EDUCATIONAL IMPLICATIONS**

In this study, the major findings indicates that the time management competency of urban school students is found better than rural school students because the quality of educational qualification of teaching staff & facilities given in the Private School are better than Government & Private Schools have cut throat competition in the market similarly the time management competency of male Students & Urban Students is better than female student's & Rural student's. So that Government Secondary School Students should be provided quality education, and the teaching staff should teach effectively. The Government School Students should have good time management competency quality as compare to Private School so that the Government School Students may acquire better skills in time management competency.

Higher education level have been considered an important and powerful tool for decision making in the present competitive world, where students of both the gender being evaluated with respect to their achievement, skills and abilities. Time management is an important factor for academic success for all students. Therefore effective time management strategies are essential to increase academic achievement. Time management skills is also associated with self-management

skills that help in developing positive attitude towards self, making the students more confident and efficient to face exams without anxiety and fear. It also helps to overcome physiological problems like headaches, stomach problems, and numbness before and during examinations. For enhancing time management skills, students can be helped by their teachers, parents, and educational administrators through the use of cognitive, affective, and behavioral strategies. Teachers can also teach students some anxiety management techniques, such as meditation and mindfulness, etc. If institutions such as schools and colleges try to arrange training and intervention programmes which may be helpful to facilitate the time management skills with student-centric orientation, will ultimately reduce test anxiety of students which will serve as bases for their success, achievement and recognition.

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## APPENDIX –A

 <p>D. N. Sansanwal (Inaore) Meenakshi Parasfiar (Inaore)</p>	Consumable Booklet of <b>T M C S</b> (English / Hindi)
Please fill in the following informations (कृपया निम्न सूचनाएँ भरिये) —	
Name (नाम) .....	
Class (कक्षा) .....	Sex (लिंग) .....
Name of Organization (संस्था का नाम) .....	
<b>INSTRUCTIONS (निर्देश)</b>	
<p>In day today life, you do various activities where Time has its Importance. Many times you feel that you do not have time but sometime Time does not pass. You might have thought why it happens ? Do you lack in capacity of utilizing Time ? Through this scale your Time Management Competency will be assessed. In this scale, 36 statements related to different aspects of Time Management are given. For each statement, a 5-point scale is given. These are Always (A), Frequently (F), Sometimes (ST), Rare (R) and Never (N). Read each statement carefully and put tick mark on one of the options that best represents your response. Your responses will be kept confidential. There is no time limit for giving responses.</p>	
<p>आप दिन प्रतिदिन विभिन्न प्रकार की गतिविधियाँ करते हैं जिसके अन्तर्गत समय एक विशेष प्रकार का महत्त्व रखता है कई बार आप महसूस करते हैं कि आपके पास समय कम है लेकिन कभी-कभी समय काटने से भी नहीं कटता। आपने सोचा होगा कि ऐसा क्यों होता है ? क्या आपमें समय का सदुपयोग करने की क्षमता का अभाव है ? इस मापनी में समय व्यवस्थापन के विभिन्न पहलुओं पर 36 कथन दिये गये हैं, इस मापनी का सहायता से समय व्यवस्थापन दक्षता का आँकलन किया जाएगा। प्रत्येक कथन के लिये पाँच विकल्प हैं। हमेशा (ह), अधिकतर (अ), कभी कभी (क.क.) बहुत कम (थ.क.), कभी नहीं (क.न.)। मत देने के लिये कोई निश्चित समय होना नहीं है, प्रत्येक कथन को ध्यानपूर्वक पढ़कर दिये गये पाँच विकल्पों में से जो विकल्प आपके मत को प्रदर्शित करता है, चिन्ह लगाइये। आपके उत्तर गोपनीय रखे जायेंगे।</p>	
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Sr. No. क्रमांक	STATEMENTS कथन	Always हमेशा	Fre- quently अधिकतर	Some- times कधी-कधी	Rare बहुत कम	Never कधी नहीं
1.	I do all the activities keeping the time factor in mind मैं सभी गतिविधियाँ समय को ध्यान में रखकर ही करता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	I am not able to complete the work systematically in the scheduled time. मैं निर्धारित समय में कार्य को व्यवस्थित रूप में पूरा नहीं कर पाता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	I do the work sequentially to make time related planning successful. मैं समय से सम्बन्धित योजनाओं को सफल बनाने के लिये कार्यों को क्रम से करता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	I make time schedule before doing any work. किसी भी कार्य को करने से पहले मैं समय तालिका बनाता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	I start work before the decided time. मैं कार्य को निर्धारित समय से पहले शुरू करता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	If the work does not get completed within time period then I become upset. यदि कार्य समयवधि में समाप्त न हो तो मैं दुःखी हो जाता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	When I try to finish the work in the stipulated time, then its quality does not remain good. निर्धारित समय में जब मैं कार्य पूर्ण करने की कोशिश करता हूँ तो उसकी गुणवत्ता अच्छी नहीं होती।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	I am able to complete the work in stipulated time. मैं कार्य को निर्धारित समय में पूरा कर लेता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	My family members are not happy with my decision related to time. मेरे समय से सम्बन्धित निर्णयों से परिवार के सदस्य खुश नहीं होते हैं।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	I face problem in getting the work done by others in stipulated time. अन्य व्यक्तियों से निर्धारित समय में कार्य करवाने में मुझे कठिनाई होती है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	I keep my watch with me to complete the work on time. कार्य को समय पर पूर्ण करने के लिये मैं घड़ी पास ही रखता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	If I am not able to complete the work on fixed time, then I feel restless. निर्धारित समय पर यदि मैं कार्य को पूरा नहीं कर पाता तो मुझे बेचैनो होता है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sr. No. क्रमांक	STATEMENTS कथन	Always हमेशा	Fre- quently अधिकतर	Some- times कभी-कभी	Rare ररर कम	Never कभी नहीं
13.	I put all my efforts to complete the work in the stipulated time मैं कार्य को निर्धारित समय में पूर्ण करने के लिये अपने सभी प्रयास करता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	Even having lack of time I spend my time in doing others' work. समय का अभाव होने पर भी मैं अपना समय दूसरों के कार्य में लगा देता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	I feel shortage of time. मैं समय को कम महसूस करता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	Spending more time on work decreases the possibility of errors. कार्य में अधिक समय लगाने से त्रुटियों की संभावना कम हो जाती है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	Systematic planning helps in saving of time. व्यवस्थित योजना समय बचाने में सहायक होती है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	The time required for work becomes the mater of worry for me. कार्य में लगने वाला समय मेरे लिये चिन्ता का विषय बन जाता है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	The pressure to complete the work with in time period makes me feel tired. समय-बाध में कार्य पूरा करने के दबाव से मुझमें थकावट आ जाती है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	My first priority is the utilization of time during selection of work. कार्य के चयन में समय का सदुपयोग मेरी पहली प्राथमिकता है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.	I start doing new work with out thinking. मैं नये कार्य को बिना सोचे प्रारम्भ कर देता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.	I go for meeting without taking prior appointment. मैं बगैर पूर्व अनुमति लिये ही मिलने चला जाता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.	I conclude my get together in pre-decided time. मैं पूर्व निर्धारित समय में ही मिल मिलाने को समान करता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24.	I save the time by making modification in activities when the expected results are not attained. सोचे गये परिणाम नहीं मिलने पर मैं गतिविधियों में संशोधन करके समय को बचत कर लेता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25.	Accomplishing the huge work as a whole takes large time so I divide it in small parts. बड़े कार्य को एक साथ करने में अधिक समय लगता है, इसलिये मैं उसे छोटे भागों में बाँट लेता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Sr. No क्रमांक	STATEMENTS कथन	Always हमेशा	Frequently अधिकतर	Sometimes कभी-कभी	Rarely बहुत कम	Never कभी नहीं
26.	During planning, I make arrangement for extra time along with approximate time required for completing the work. मेरे योजना बनाने के दौरान किसी भी कार्य में लगने वाले अनुमानित समय के साथ अनिश्चित समय का व्यवस्था रखता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27.	Time is managed by self-control. अपने आदर पर नियंत्रण रखने से समय भी नियंत्रित हो जाता है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28.	Time is saved by previous experiences. पूर्व अनुभवों से समय को बचत होती है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29.	By reducing unwanted activities, the time is utilized. अनावश्यक गतिविधियों को कम करने से समय का सदुपयोग होता है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30.	I am not able to fulfill the given responsibilities on time. दिये गये उत्तरदायित्वों को मैं समय में पूरा नहीं कर पाता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31.	To complete the work in pre-decided time, I think of its' options in advance. कार्य को निर्धारित समय में करने के लिये मैं उसके विकल्पों को पूर्व में सोच लेता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32.	After completing the work, I do not analyze the management of time with regard to planning. कार्य समाप्त के बाद समय व्यवस्थापन का विरलेपन योजना के संदर्भ में, मैं नहीं करता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33.	I save time by utilizing appropriate tools. उचित उपकरणों के उपयोग से मैं समय को बचत करता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34.	Unnecessary interference does not waste time. अनावश्यक हस्तक्षेप से समय बर्बाद नहीं होता है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35.	I do not manage time, keeping in mind the long-term results. मैं दूरगामी परिणामों को ध्यान में रखकर समय व्यवस्थापन नहीं करता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36.	In case of lack of time, I am not able to work with concentration. समय कम होने पर मैं एकाग्रता से कार्य नहीं कर पाता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Consumable Booklet of Time Management Competency Scale (T M C S) English - Hindi

## Appendix -B

### Raw Scores of Students

Raw scores of boys belonging to Rural areas towards Time Management Competency

S.No.	Scores	S.No.	Scores
1.	90	21.	118
2.	132	22.	110
3.	128	23.	110
4.	117	24.	136
5.	123	25.	85
6.	94	26.	100
7.	137	27.	93
8.	132	28.	109
9.	118	29.	88
10.	93	30.	111
11.	123	31.	112
12.	130	32.	84
13.	117	33.	116
14.	135	34.	136
15.	94	35.	105
16.	123	36.	115
17.	130	37.	121
18.	102	38.	105
19.	128	39.	121
20.	91	40.	89

**Raw scores of girls belonging to Rural areas towards Time Management Competency**

<b>S.No.</b>	<b>Scores</b>	<b>S.No.</b>	<b>Scores</b>
1.	130	21.	98
2.	89	22.	118
3.	124	23.	141
4.	109	24.	117
5.	107	25.	139
6.	127	26.	93
7.	128	27.	128
8.	111	28.	113
9.	124	29.	124
10.	104	30.	110
11.	130	31.	113
12.	102	32.	115
13.	124	33.	127
14.	123	34.	121
15.	108	35.	117
16.	112	36.	88
17.	106	37.	126
18.	107	38.	136
19.	95	39.	119
20.	98	40.	90

**Raw scores of Boys belonging to Urban areas towards Time Management  
Competency**

<b>S.No.</b>	<b>Scores</b>	<b>S.No.</b>	<b>Scores</b>
1.	98	21.	115
2.	125	22.	89
3.	118	23.	
4.	125	24.	129
5.	88	25.	89
6.	112	26.	111
7.	125	27.	111
8.	117	28.	90
9.	116	29.	124
10.	97	30.	87
11.	98	31.	117
12.	93	32.	116
13.	103	33.	87
14.	121	34.	115
15.	86	35.	109
16.	102	36.	102
17.	108	37.	91
18.	103	38.	115
19.	124	39.	93
20.	97	40.	102

**Raw scores of Girls belonging to Urban areas towards Time Management  
Competency**

<b>S.No.</b>	<b>Scores</b>	<b>S.No.</b>	<b>Scores</b>
1.	106	21.	94
2.	119	22.	128
3.	120	23.	148
4.	97	24.	110
5.	96	25.	91
6.	123	26.	111
7.	110	27.	123
8.	110	28.	123
9.	107	29.	105
10.	103	30.	99
11.	113	31.	120
12.	81	32.	92
13.	114	33.	130
14.	114	34.	112
15.	92	35.	107
16.	109	36.	127
17.	112	37.	103
18.	116	38.	102
19.	114	39.	98
20.	90	40.	85