



Time Management Competency in Post Graduate and Graduate Students with respect to Subject Stream

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Abstract

Time management has become very essential for a well-organized, healthy and disciplined lifestyle. To achieve the target or goal, to proceed systematically and to avoid the hustle and bustle at the last moment, time management proves to be a very important aspect. A research study was conducted to know the time management competency in our younger educating generation studying at the UG & PG level. Descriptive survey method was adopted and a sample of 70 students was selected following the random sampling technique. The findings revealed that PG students have a slightly high value on time management competency as compared to UG students though both falling in the good time management category. The findings further revealed that there is no significant difference observed in the time management competency of science and arts stream students.

Keywords: Time Management Competency

1. Introduction

Time management is straight forwardly defined as the management of time in order to make the most out of it, (David, 1999) ^[4], it refers to all of the practices that individuals follow to make better use of their time (Allen, 2001) ^[2] and narrowly refers to the principles and systems that individuals use to make conscious decisions about the activities that occupy their time. Time management has become very essential for a well-organized, healthy and disciplined lifestyle. To achieve the target or goal, to proceed systematically and to avoid the hustle and bustle at the last moment, time management proves to be a very important aspect. Acc. to Zafarullah Sahito (2017) ^[13], Time management means the maximum use of time for the productivity and achievement. It concerns with the management of schedules of work with advanced planning, organizing and implementation in order to achieve the aims and objectives of their and the organizations.

Time is probably the most valuable asset available to people and organizations to understand the process of the management of time and the contribution of one's to the success of personal and professional lives. However, as any other asset it may be wasted if it is not valued. Time management concerns with the discovery and the application of the most efficient methods of completing assignments of any length with in the required time with quality but do not waste the time. It is human nature to waste time according to their interests and easiness in order to deviate from the work and responsibility in any organization.

But on the other side some people have good time management skills to develop their habits to get success in their life. But others have developed poor habits related to time which are not proclaimed or admitted by the people as weaknesses.

2. Review of related literature

According to, A Review of Time Management Literature (2017), during the last two decades, there has been a growing recognition of the importance of time in the organizational literature. According to Orlikowsky and Yates (2002) ^[10], the temporal dimension of work has become more important because of expanding global competition and increased demands for immediate availability of products and services. Garhammer (2002) has pointed at the increased pace of life shown in doing things faster (acceleration), contracting time expenditure (e.g. eat faster, sleep less), and compressing actions (making a phone call while having lunch). Other studies have examined the perception of time in organizational contexts (e.g. Palmer and Schoorman, 1999) ^[11] and the experience of time pressure among employees (e.g. Jackson and Martin, 1996; Major *et al.*, 2002; Teuchmann *et al.*, 1999)

Time Management and Academic Performance

Although the connection is intuitively clear, surprisingly little research has been conducted linking time management to academic performance. There is, however, a growing body of research that suggests time management is positively related to

academic performance (see Adamson, Covic, & Lincoln, 2004; Britton & Tesser, 1991; Lahmers & Zulauf, 2000; Liu *et al.*, 2009; Macan *et al.*, 1990; Trueman & Hartley, 1996)^[1, 3, 7, 8, 12]. For example, in a recent study of middle school students, Liu *et al.* (2009)^[8] found that the time management skills of planning and organization were positively related to course grades. These relations held over time and, in fact, were stronger after 6 months.

Further, researchers have theorized that time management strategies are important cognitive aspects of self-regulated learning that can lead to higher academic achievement (see Dembo & Eaton, 1997; Eilam & Aharon, 2003; Zimmerman & Risemberg, 1997)^[5, 6, 14]. High achievers are more able than average or low achievers to invest their efforts and abilities in time management related self-regulatory processes, such as planning (Eilam & Aharon, 2003)^[6]. Furthermore, Britton and Tesser (1991)^[3] found that both the time management skill of short-term planning and time attitudes were related to academic achievement. If the ability to effectively manage one’s time were indeed positively related to academic performance, then, presumably, interventions that improve time management would be of value to students.

3. Need of the research study

Time symbolizes and is perhaps the most important resource of life. Time involves multiple disciplines and is the most precious resource of mankind without which every existence is questionable. Time is one of the most precious assets available to everybody in their life. This asset if utilized properly will give maximum yields without affecting our health. The value of time management lies in the fact that people 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 the needs and wants in terms of their importance and matches them with time and other resources. Thus, time management brings about orderliness and enables one to be more productive and fulfilled.

4. Objectives of the study

1. To study the time management competency in UG students.
2. To study the time management competency in PG students.
3. To study the time management competency in science

stream students.

4. To study the time management competency in arts stream students.
5. To compare the time management competency in UG and PG students.
6. To compare the time management competency in science and arts stream students.

5. Hypotheses

1. The time management competency in UG students is average.
2. The time management competency in PG students is average.
3. The time management competency in science stream students is average.
4. The time management competency in arts stream students is average.
5. There is no significant difference between the time management competency of UG and PG students.
6. There is no significant difference between the time management competency of science and arts stream students.

6. Research Method

Descriptive survey method was adopted for the research study.

7. Sample and Sampling technique

A sample of 70 students (30 PG and 40 UG students) was selected from the arts and science colleges of Aurangabad city with the help of random sampling technique.

8. Tools used

The data from the respondents was collected with the help of a standardized tool i.e. Time Management Competency scale designed and standardized by D.N Sansanwal and Meenakshi Pararshar.

9. Statistical techniques used

The statistical techniques used for the computation and analysis of the data were mean, S.D, t-test.

10. Analysis and Interpretation of the Data

Table 1: Table showing the Time management competency in students of different categories.

Sr. no	Category	Mean value	Range of Values	Interpretation
1.	PG students	129.70	Between 90 and 135 scores	Good Time management competency
2.	UG students	126.42	Between 90 and 135 scores	Good Time management competency
3.	Science stream students	129.69	Between 90 and 135 scores	Good Time management competency
4.	Arts stream students	125.85	Between 90 and 135 scores	Good Time management competency

From the table no.1 it is evident that the time management competency in the PG students is 129.70 which fall in good category, in UG students it was found to be 126.42 which is slight low than the PG students but falls in the range of good time management competency. The value obtained for science

faculty students is 129.69 which falls in good category and for arts faculty students the obtained value is 125.85 which also falls in good category. Hence the Hypothesis no.1, Hypothesis no.2, Hypothesis no.3, Hypothesis no.4 is rejected.

Table 2: Table showing the comparison of Time management competency with respect to Students educational level:

Aspect	Level	Mean Value	S.D	t-value	Significance value at 0.05 level	Interpretation
Time management	PG	129.70	10.95	0.038	1.96	Not significant
	UG	126.42	12.58			

From the table no.2, after analysing the obtained value we can interpret that there is no significant difference between the time

management competency of PG and UG students. Hence Hypothesis no.5 is accepted.

Table 3: Table showing the comparison of Time management competency with respect to subject stream:

Aspect	Subject stream	Mean Value	S.D	t-value	Significance value at 0.05 level	Interpretation
Time management	Science	129.69	10.92	0.032	1.96	Not significant
	Arts	125.85	12.80			

From the table no.3, after analysing the obtained value we can interpret that there is no significant difference between the time management competency of science and arts faculty students. Hence Hypothesis no.6 is accepted.

11. Conclusion

To conclude, we can say that time management for students is a very crucial aspect which should be done with priority for greater success rates in life, for good mental health, for maintaining peace in life. Students should start each day with proper time management to achieve higher grades and success in the future.

12. References

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