

Time Management Skills used by Students During their Studies in College

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ABSTRACT

The study was undertaken to know the different time management skills used by the undergraduates during their classroom studies. The very purpose of time management is to make effective use of time while doing the task within allotted timeline without compromising the quality of life. For this purpose descriptive research design was adopted and the data was collected through questionnaire from 105 students who were studying in the Govt. Girls College Mandrella Jhunjhunu in Rajasthan. Thus, on the basis of the result we can say that majority of the respondents had followed different time management strategies to make their work planned, better and effective during their classroom studies. It was also seen that the respondents' academic performance was moderate but there was lack of time management because of which they were not able to give time for their extra classes apart from their regular classes in a day.

Key Words : Time management Skills, Classroom studies, Quality of Life

INTRODUCTION

The elderly are one of the most vulnerable and high risk group in terms of health status in any society. With increase in life expectancy, the size of the geriatric population in India has gone from 20 million (1951) to 100 million (2014) and the number will rise to approximately 130 million by 2021 (Amonkar *et al.*, 2018). “*Time and Tide waits for None*”

Have you ever gone to the beach and observed the ocean's tides change in time? Regardless of how much you need to keep it in your hand's cusp, it will flow back and the next flow will begin. It's the same with time. The value of the time and tide is revealed by the above mentioned proverb. Even one of the famous personalities like ‘The Alexander the Great’ who dreamt big had to accept his defeat in front of the time. We are well aware of the fact that time is more valuable than money. That's why we sometimes also say that Time is a precious commodity. Even the great Maratha Warrior Shivaji Maharaj never disrespected time. He won many battles by using Guerrilla warfare at the perfect time

(vedantu.com). Being good at time management is the need of every person. We sometimes don't get good at time management in different areas be it family life or work life (Time management for Teens and college students a book by Kara Ross).

There are different skills which students can use to manage their time effectively,

Goal setting made simple:

The first thing students must do is to set the short term and long term goals to make the most out of it.

Prioritizing the tasks:

Students can prioritize the tasks according to importance and urgency of the tasks

Organizing tasks within timeline:

Be realistic about the time you need to complete a task.

Managing Stress:

Take breaks at the right time e.g. after every 90

minutes, to rejuvenate for the purpose of optimum productivity. Getting enough sleep and exercising regularly are wonderful ways to minimize stress.

Remove Distractions:

Between social media and cell phones, there are so many activities that can distract students from their work. When it's time to study, students need to turn off their cell phones and sign out of social media accounts (simplilearn.com).

Objectives:

- To assess the time management skills used by undergraduates.
- To assess the effect of time management using different strategies by students.

Significance:

- The present study will help students to manage time more effectively not only for their studies but also in other areas of their life.
- The effective time management helps students to become not only effective but also stress free.

Delimitation:

- The study was limited to Mandrella.
- Only 105 students were selected for the purpose of this study.
- Data was collected from college students (female) only.

METHODOLOGY

Descriptive research studies are designed to obtain information on time management skills and different strategies used by college students during their studies. It included demographic data of the respondents including their study pattern. It also included different time management skills which were measured on a two point continuum *i.e.* yes or no. This scale was used to assess the use of different time management skills used by the college students.

Locale of the study: Govt. Girls College, Mandrella

Collection of data:

Questionnaires were given to 105 college students and on the basis of their replies an assessment was carried out.

RESULTS AND DISCUSSION

Findings are presented in the form of no of students and percentage distribution followed with interpretation and discussion. In order to make systematic presentation, the findings are presented in two sections;

Section- I: Demographic data of the respondents.

Section- II: No of students and Percentage distribution of the respondents according to the Time Management Strategies used during their classroom studies.

The results of the study taken have been interpreted, discussed and presented are hereby elaborated as follows:

Section- I: Demographic data of the respondents:

This section deals with the demographic information of the respondents, like personal and situational variables of the respondents.

It was found that, one third (33.33%) of the respondents belonged to the age group of 16 to 18 years, another one third (33.33%) of the total respondents belongs to the age group of 18 to 20 years and rest one third (33.33%) of the respondents belonged to the age group of 21 to 22 years. All the respondents are female only (Table 1).

Table 1 : Age and Gender of the respondents		
Total Respondents - 105		
Category	No of Students	Percentage
Age		
16-18	35	33.33
18-20	35	33.33
20-22	35	33.33
Gender		
Female	105	100

Section- II: Frequency and Percentage distribution of the respondents according to the Time Management Strategies used during their classroom studies :

During the classroom studies, students used different strategies to manage their limited daily time effectively so that they can achieve their daily need on time without much difficulty. Various such strategies are listed as follows:

According to Table 2, the majority of respondents (90.48%) focused on completing their tasks without delay with the weighted mean score 1.90, while less than half

of the respondents (38.10%) admitted that they don't always set reminders for their work and assignments (weighted mean score 1.38).

According to Table 3, the majority of respondents (81.90%) try to prioritize their work and complete the most important activities during the most energetic part of the day to be more productive and creative (weighted mean score of 1.82). Whereas, with a weighted mean

score of 1.69, 68.57% of respondents said that they prioritized their work list for the day in order of priority rather than urgency of job.

According to Table 4, the majority of respondents (85.71%) try to organize their work by storing dates of assignments and other important course event information, 84.76% of the respondents try to plan time in advance to relax and be with friends and family, and 82.86% of the

Table 2 : Goal Setting strategies used by students during their class room studies

Sr. No.	Statements	Total Respondents -105		Percentage		Wt. Mean Score (2-1)
		Yes	No	Yes	No	
1.	Distribution of time on course materials helps get the highest academic levels	74	31	70.48	29.52	1.70
2.	Set up reminders for assignments, tests and quizzes on own Smartphone	40	65	38.10	61.90	1.38
3.	Schedule made for study time helped to manage time outside of the class too	65	40	61.90	38.10	1.62
4.	Evaluate oneself after every completion of task	70	35	66.67	33.33	1.67
5.	Try to perform duties without delay	95	10	90.48	9.52	1.90
Total						1.66

Table 3 : Prioritizing strategies used by students during class room studies

Sr. No.	Statements	Total Respondents -105		Percentage		Wt. Mean Score (2-1)
		Yes	No	Yes	No	
1.	I prioritize my list in order of importance, not urgency	72	33	68.57	31.43	1.69
2.	I try to do the most important tasks during my most energetic periods of the day	86	19	81.90	18.10	1.82
3.	I discontinued any activities which I saw wasteful or unprofitable	78	27	74.29	25.71	1.74
4.	I take minimum intervals between two consecutive classes to fresh my mind	81	24	77.14	22.86	1.77
5.	I keep myself up-to-date on my reading	76	29	72.38	27.62	1.72
Total						1.74

Table 4 : Organizing tasks within timeline

Sr. No.	Statements	Total Respondents -105		Percentage		Wt. Mean Score (2-1)
		Yes	No	Yes	No	
1.	I organize work according to my ability Hierarchy	87	18	82.86	17.14	1.83
2.	I try to organize the study hours of the day to achieve academic goals	85	20	80.95	19.05	1.81
3.	I plan my time in accordance with duties/activities to be performed in a day by making to-do list	74	31	70.48	29.52	1.70
4.	I plan time to relax and be with friends and family in my weekly schedule	89	16	84.76	15.24	1.85
5.	I try to offer more time to study at the expense of my leisure time	66	39	62.86	37.14	1.63
6.	I try to record dates of assignments and other important course event information	90	15	85.71	14.29	1.86
7.	I try to reserve a specific time for study and class preparation before class starts	65	40	61.90	38.10	1.62
8.	I use electronic flash cards/alarm to help me in study	50	55	47.62	52.38	1.48
Total						1.72

Table 5 : Stress management strategies used by students during class studies

Total Respondents -105		No of Students		Percentage		Wt. Mean Score (2-1)
Sr. No.	Statements	Yes	No	Yes	No	
1.	I try to clear my doubt as soon as the class is over	73	32	69.52	30.48	1.70
2.	Reduction of assignment help eases the availability of adequate time to review the course material	91	14	86.67	13.33	1.87
3.	I try to identify my strengths and weaknesses of the course material	85	20	80.95	19.05	1.81
4.	I try to devote the Class time to gather maximum knowledge about the topic	89	16	84.76	15.24	1.85
5.	I try to customize a sufficient time during the weekend to study	61	44	58.10	41.90	1.58
6.	I check my internet connection and other technical issue before the class started, so that no any difficulties arise at the last minute	84	21	80.00	20.00	1.80
Total						1.76

Table 6 : Distribution of time management skills used by the respondents according to the obtained weighted mean scores

Sr. No.	Time Management Skills	Weighted mean score
1.	Goal Setting strategies used by students during their class room studies	1.66
2.	Prioritizing strategies used by students during class room studies	1.74
3.	Organizing tasks within timeline	1.72
4.	Stress management strategies used by students during class studies	1.76

respondents organize work according to their ability Hierarchy. Whereas, less than half of the respondents (47.62 %) have only utilized task planner like electronic flash cards on mobile phones or alarm to arrange their study-related work.

According to Table 5, majority of respondents (86.67%) believe that reducing assignment will make it easier to find enough time to review course information, and 84.76% of the respondents try to spend class time to learning as much as possible about the issue so as to clear about the topic at the earliest possible. However, slightly more than half of the respondents (58.10%) only try to schedule extra study time during the weekend to alleviate task stress during the week

From the gathered data, it was seen that, the majority of respondents have been using stress management strategies with a weighted mean score of 1.76, followed by prioritization with weighted mean score of 1.74, organizing tasks within timeline with a weighted mean score of 1.72 and goal setting strategies with a weighted mean score of 1.66 (Table 6).

Conclusion:

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

The present study showed that the time management can be done by using various strategies of time management. To be more productive, creative and effective, majority of respondents focused on stress management and prioritizing about their tasks while doing classroom studies. Respondents try to plan their work by writing down due dates for the tasks and other essential course events and they believe that reducing the assignments will make it simpler for them to find time to examine course material.

Although, the majority of the respondents followed different skills for time management in their daily life during their classroom studies, it was seen that the respondents’ academic score obtained in the last semester was moderate i.e. between 7.0 to 8.5 on a 10 point scale.

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