

Impact of Students' Time Management on Academic Achievement

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Abstract

The present study investigates the impact of students' time management on their academic achievement. A total sample of 200 students was selected through random sampling—100 from urban and 100 from rural higher secondary schools. The Time Management Scale developed by D.N. Sansalwal (2017) was used to measure time management skills, and academic achievement was assessed using the percentage of marks obtained in the 10th class board examination. The sample was categorized into high and low time management groups based on median scores. The independent sample t-test revealed a statistically significant difference in academic achievement between the two groups, suggesting that time management positively influences academic performance.

Introduction

Time management is a crucial skill for students aiming to succeed academically. It involves planning, prioritizing tasks, avoiding procrastination, and allocating appropriate time to academic and non-academic activities. In today's competitive academic environment, students' ability to manage time effectively plays a pivotal role in determining their performance and success. This study aims to explore the relationship between students' time management and their academic achievement, particularly comparing urban and rural school settings.

Objectives of the Study

1. To measure the time management skills of higher secondary students.
2. To assess their academic achievement through 10th class marks.
3. To compare the academic achievement of students with high and low time management.
4. To identify whether time management significantly influences academic performance.

Hypotheses

H₀: There is no significant difference in academic achievement between students with high and low time management skills.

Methodology

Sample:

- Total: 200 students
- 100 urban school students and 100 rural school students
- Selected using random sampling

Tools Used:

- Time Management Scale by D.N. Sansalwal (2017)
- Academic Achievement – Percentage of marks obtained in Class 10 board exams

Research Design:

Descriptive and comparative

Statistical Technique:

Independent sample t-test

Data Analysis and Interpretation**Grouping Method:**

- Students scoring above the median on the Time Management Scale were classified as the “High Time Management” group.
- Those scoring below the median formed the “Low Time Management” group.

Table 1: Academic achievement between students with high and low time management skills.

| Group | N | Mean | SD | t |
|----------------------|-----|-------|------|------|
| High Time Management | 100 | 82.45 | 6.34 | 6.23 |
| Low Time Management | 100 | 76.10 | 7.22 | |

Interpretation:

The obtained t-value is 6.23 with 198 degrees of freedom, and the p-value is 0.000, which is less than 0.05. Hence, the null hypothesis is rejected. It can be concluded that there is a significant difference in academic achievement between students with high and low time management skills.

Findings

- Students with better time management skills performed significantly better in academics.
- Time management is a critical skill that positively correlates with students’ academic success.
- Students from both rural and urban areas benefited equally from effective time management.

Conclusion

The study establishes a clear link between time management and academic achievement. Effective use of time enhances students’ ability to meet academic demands and achieve better results. Encouraging students to develop time management strategies can lead to improved academic performance across school types and demographics.

Educational Implications

- Schools should provide time management training through life skills education.
- Time-planning exercises should be included in academic curriculum.
- Teachers and parents should jointly mentor students on the importance of effective scheduling.
- Regular workshops and counseling sessions on time management should be held, especially in rural areas.

References

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