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Time Management Skills of Students-in Nepal

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Abstract:

The time management skill of students during the time of study enhances to gain the better achievement in exam and other activities. A study was conducted in Western Nepal in 2014. The objective of the study was to determine the time management skill of students in study time. Twenty-nine secondary level (9-10 Grades) students (15 boys and 14 girls) were selected from 2 schools. Simple random sampling technique was used to select the respondents. In total, sometimes 13% boys spend time in night for study before an exam whereas 67% girls spend time for the same purpose. Similarly, 67% boys and 64% girls realized that they were in need to improve their time management skill. The study has found that there was a significant correlation between the gender and time management skills; study habit in night before exam, improvement in the time management skill, involvement in social activities, and spending too much time in studying for what student learns. There was a difference between the boys and girls regarding the time management practices in study. Further study can explore the correlation between the time management skill and achievement of students to know the effectiveness of time management skill on the basis of demographic characteristics of respondents.

Keywords: Time Management Skills, Student, Study

1. Introduction

The study environment can play a big effect on the overall performance of students. Factors such as noise, interruptions, lighting, temperature, neatness, comfort, and equipment can play a major role in shaping the performance of the students. Study habit involves different kinds of personality traits, attitudes, thinking processes, and behaviours related to how a person approaches a learning task. Improving study skills likely involves changing some habits, and making a conscious decision to do so. It is essential to assess the current study habits to improve for achieving better results.

Study habits typically denotes the degree to which the student engages in regular acts of studying that are characterized by appropriate studying routines (e.g., reviews of material) occurring in an environment that is conducive to studying. Study attitudes is usually used to refer to a student's positive attitude toward the specific act of studying and the student's acceptance and approval of the broader goals of a college education. Adogbeji (2007) elucidates that study habits may be taken for granted, particularly in developing countries. In Africa, there is a widespread reading in all scholarly fields, but less is being achieved in writing and publication. Efficient study habits can strengthen writing skills too. There are still barriers to creating a study environment that will inculcate good study habits in postgraduate students. The library is still the best place for quiet study. In his regards, there should be privacy and reading materials, computers, printers, reference materials, email stations, comfortable lighting, and a quiet atmosphere. A serious postgraduate student should give priority to studying in the library.

In a study carried out by Olatoye (2000), he found that the study skills of the high school students were very poor. Poor performance in school was attributed to poor study habit. He noted that if study skills were not improved, students will continue to perform poorly in tests and may not be able to realize their full potentials. Students should therefore, evolve good study habit skills like note-taking, time management, organizing for a test, recording regular assignments in a notebook, having regular time to study while avoiding distractions that come from television or phone call at home .

The study habits of Nepalese of students have not been studied. The researcher became interested to know the time management skill of students during the study period. The objective of this study was to understand the study time management skills among the secondary school level students in Nepal and determine whether gender of the students plays role in student's time management skills during the study time.

2. Methodology

The study was conducted in Kaski district of the Western Development Region of Nepal as the pilot study of Ph.D. Thesis. A total 29 students including 15 boys and 14 girls with grades 9-10 were randomly selected from one public and one private secondary level schools to test the validity and reliability of instruments. Simple random technique was used to select the schools and students. Self-reported structured questionnaire was administered in the study. The study was based on a descriptive research design. Quantitative data analysis was performed to identify the time management skills of secondary level students. Frequency distribution tables were

prepared and correlation analysis was carried out. The internal consistency of data was verified by the use of SPSS. The Cronbach's Alpha value was found to be 0.814, which indicates a better reliability of data.

3. Results and Discussions

The time management skill falls under the study habit of students. In this study, time management skill was measured by four indicators: (i) study habit in night before exam, (ii) need of improvement in time management capacity, (iii) problem of time for study if student spend too much time in social activities, and (iv) spending too much time studying for what student learn.

3.1. Study Habit in Night before Exam

This is a human behaviour that varied from one to another. Some students enjoy studying in night while other become interested in morning or day or evening. Generally, most of the students become more serious in study when their exam schedule is finalized and exam dates come closer. Study habit and learning capacity determines the students' achievements.

I usually spend hours studying the night before an exam.		Sex of respondents (%)		Total	
		Male	Female		
Never	Count (Number)	9	4	13	
	I usually spend hours studying the night before an exam (%)	69	32	100	
	Sex of respondents (%)	60	33	48	
Sometimes	Count (Number)	2	8	10	
	I usually spend hours studying the night before an exam. (%)	20	80	100	
	Sex of respondents (%)	13	67	37	
Often	Count (Number)	4	0	4	
	I usually spend hours studying the night before an exam. (%)	100	0	100	
	Sex of respondents (%)	27	0	15	
Total	Count (Number)	15	12	27	
	I usually spend hours studying the night before an exam. (%)	56	44	100	
	Sex of respondents (%)	100	100	100	
Symmetric Measures					
Interval by Interval	Pearson's R	Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
		.000	.181	.000	1.000 ^c

Table 1 : Study habit in night before exam

Sources: Field study, 2014

The Table 1 shows that of the 27 students participated in the pilot study, 15% said that they often spend more time for study at night before the exam followed by 37% who spend only sometimes. However, 48% said that they never spend longer time for study at night before exam.

Gender wise, 60% of the male students as compared to 33% girls reported that they never spend hours studying the night before the exam. Similarly, only 13% of boys' but 67% of girls said that they sometimes spend time for study at night. Only boys reported that they often spend time for study at night.

There was no significant correlation ($r = .000$ and $P = 1.000$) between the sex of respondents and study habit at night before the day of exam at the $P < 0.05$.

3.2. Improvement in the Time Management Capacity

Time management skill is one of the important skills of human being. It is said that "we are waiting for time, but time is not waiting for us". Therefore, we need to know the value of time. Even in the student life, time plays an important role for the better results in exam. Specially, students have to feel the need of improvement in their time management capacity. Regarding this issue, the researcher had raised question to know the opinion of student. The data are summarised in Table 2.

I need to improve my time management capacity		Responses (%)		
		Sex of respondents		Total
		Male	Female	
Never	Count(Number)	2	0	2
	I need to improve my time management capacity (%)	100	0	100
	Sex of respondents (%)	13	0	7
Sometimes	Count(Number)	3	5	8
	I need to improve my time management capacity(%)	38	62	100
	Sex of respondents (%)	20	36	28
Often	Count(Number)	10	9	19

		I need to improve my time management capacity (%)	53	47	100
		Sex of respondents (%)	67	64	66
Total	Count(Number)		15	14	29
	I need to improve my time management capacity (%)		52	48	100
	Sex of respondents (%)		100	100	100
Symmetric Measures					
		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Interval by Interval	Pearson's R	0.089	0.175	0.463	0.647 ^c

Table 2: Improvement in the time management capacity
Sources: Field study, 2014

Regarding the time management capacity of students, 66% students said that they often had to improve their time management capacity. Similarly, 28% said that they sometimes, felt that they had to improve their time management skills. However, about 7% of the students had never felt that there was a need of improvement in their time management capacity. They said that they were satisfied with their time management for study.

The Table 2 shows the gender wise distribution of responses for time management skills. Of the total of 15 boys, 67% said that they often felt the need of time management capacity while 20% said sometimes they felt. Remaining 13% said that they never felt the need of improvement in time management capacity. Similarly, out of 14 girls, 64% reported that they often felt the need of time management capacity followed by 36% said sometimes they felt. In a comparison of boys and girls, 100% of the girls reported that they felt the need of improvement in their time management capacity, whereas only 87% of the boys felt this.

There was no significant correlation ($r = .089$; $P = .647$) between the sex of respondents and need of time management capacity during the study time.

3.3. Involvement in Social Activities

By nature and birth, human beings are social in character. Individual personality is influenced by the socio-cultural orientation of society. Every person has own dream and aim to be a recognized personality in society. Therefore, people want to spend adequate time in social activities. However, sometimes it becomes problematic if people have their own specific plan of life. Specially, during the time of study, students have limited time for social activities. Students have to do a lot of homework and need to spend as much time for study for the better result in exam and other schools activities. Table 3 presents a summary of responses on this topic.

If I spend as much time on my social activities as I want to, I don't have enough time left to study		Response (%)			
		Sex of respondents		Total	
		Male	Female		
Never	Count (Number)	3	6	9	
	If I spend as much time on my social activities as I want to, I don't have enough time left to study (%)	33	67	100	
	Sex of respondents (%)	20	43	31	
Sometimes	Count(Number)	8	4	12	
	If I spend as much time on my social activities as I want to, I don't have enough time left to study (%)	67	33	100	
	Sex of respondents (%)	53	29	41	
Often	Count(Number)	4	4	8	
	If I spend as much time on my social activities as I want to, I don't have enough time left to study (%)	50	50	100	
	Sex of respondents (%)	27	29	28	
Total	Count(Number)	15	14	29	
	If I spend as much time on my social activities as I want to, I don't have enough time left to study (%)	52	48	100	
	Sex of respondents (%)	100	100	1000	
Symmetric Measures					
		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Interval by Interval	Pearson's R	-0.137	0.185	-0.718	0.479 ^c

Table 3 : Involvement in social activities
Sources: Field study, 2014

The Table 3 shows that out of 29 students, 28% reported that they often did not have enough time for study, if they would spend as much time in other social activities as they wanted. Similarly, 41% said that sometimes they had no enough time for study if they

involved in social activities. Whereas, 31% of the students said that they never had a problem to manage time for study because of their involvement in social activities.

The Table 3 also presents the gender wise data. Out of 15 boys, 26.7% often felt constraint of time for study because of their involvement in social activities as compared to 29% girls. Whereas, 43% girls felt that they never had a problem of time for study, if they spend as much time in social activities as they wanted.

There was not significant correlation ($r = -.137$ and $P = 0.479$) between the sex of respondents and limitation of time for study if they spend as much time in social activities as they wanted.

3.4. I Spend Too Much Time Studying for What I Am Learning

Interest and curiosity increase the study hours of students. If students learn more from study, they become more curious about the new knowledge. During the study, students should be curious to know something new. The Table 4 gives the study habit of students regarding the spending of their time in interested subjects.

I spend too much time studying for what I am learning		Responses (%)			
		Sex of respondents		Total	
		Male	Female		
Never	Count(Number)	1	0	1	
	I spend too much time studying for what I am learning (%)	100	0	100	
	Sex of respondents (%)	7	0	3	
Sometimes	Count(Number)	9	6	15	
	I spend too much time studying for what I am learning (%)	60	40	100	
	Sex of respondents (%)	60	43	52	
Often	Count(Number)	5	8	13	
	I spend too much time studying for what I am learning (%)	39	62	100	
	Within Sex of respondents (%)	33	57	45	
Total	Count (Number)	15	14	29	
	I spend too much time studying for what I am learning (%)	52	48	100	
	Sex of respondents (%)	100	100	100	
Symmetric Measures					
Interval by Interval	Pearson's R	Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
		0.273	0.168	1.474	0.152 ^c

Table 4 : I spend too much time studying for what I am learning

Sources: Field study, 2014

Out of total 29 students, 45% said that they often spend too much time in study when they were learning something new interestingly (Table 4). Similarly, 52% have reported that sometimes they spend long time in study when they learned something new. Whereas, fewer than 3% of the students said that they never spend too much time for studying what they were learning.

The gender wise data shows that, 33% boys and 57.1% girls reported that they often spend too much time studying for what they were learning. On the other hand, 60% boys' and 43% girls said sometimes they spend too much time in study if they had learned something new. Only 7% of the boys interviewed have expressed that they never spend so long time in study.

There was not a significant correlation ($r = .273$ and $P = .152$) between the sex of respondents and spending too much time in study if they learned something. Time management skill is one of the main elements of study habit of students. Study habit varies among students. It is affected by various environmental factors: family environment, learning environment of school, friends, education, experiences and behaviour of teacher or management and others. Many studies have shown that the study habit has a direct relationship with the academic achievement. For example, Patmalnice (2011) explains that it is no longer questioned that high education level and human capital formation promotes human well-being and are two of the main predictors for economic growth.

Level of aspiration of students also determines the study habit and time management practices of students. If a student has higher level of aspiration then s/he must pay attention to manage proper time for study. The present study has just explored the time management practices of boys and girls. From the previous studies weak but significant correlations were observed between academic achievement and educational aspirations and occupational aspiration of students. Students may not know the academic requirements needed for the highest level of education and type of occupations they aspired for (Mohamed, 2004).

We can observe the effects of social, family and school background on educational achievement of students. Empirical data show that children from higher socio-economic backgrounds perform better at school and choose longer courses of study than their counterparts from lower backgrounds. The nutritional education of schooling children can bring about change in their dietary behaviour, which sometimes last for over 2 years. The observations of Nepalese students are different than the finding of Lionel Page (2006) that students with low socio-economic background can also perform better at school's achievement. It has been observed from this study that, time management skills are practiced differently by boys and girls and individual's personal habit or choice also plays important role on study time management.

4. Conclusion

The main objective of this study was to identify the time management skill of students during study time. Study habit is found to be different among students. The nature of boys and girls are different biologically and socially. Therefore, they perform various works differently. Descriptive analysis of time management skill was performed on the basis of gender. The study has demonstrated that about 27% of boys were often practicing to read in night before exam but more than 66% of girls have practiced studying sometimes in the night before exam. All of the girl participants felt that the need of improvement in time management skill whereas 13% boys never felt the need of improvement in time management skill. No significant relationship was observed between the gender and time management skills. Future researcher can study on the affective factors for time management skill as well as future researcher can also identify the role of aspiration to time management skills and correlation between the time management skill and achievement of students.

5. References

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