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A study of the impact of adolescents' time management skills on their adjustment

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Abstract

This study aims to investigate the relationship between adolescents' time management skills and their psychosocial adjustment. Time management is a crucial aspect of effective self-regulation and is believed to play a significant role in adolescents' overall well-being and adaptive functioning. The study employs a longitudinal design to explore how variations in time management skills may influence various aspects of adolescent adjustment, including academic performance, emotional regulation, social competence, and mental health. Time management is of utmost importance in daily life. Time management has an impact on various aspects of life. "Adjustment" is also affected by time management like other factors. Time management and adjustment ability have been considered important for the all-around development of the students. In the present research, the effect of time management on the adjustment of adolescents has been studied. According to the presented research, there is no significant difference in the time management ability of adolescent students on the basis of different regions and gender, as well as there is no significant difference in adjustment, but time management ability has a significant effect on adjustment. Therefore, parents and teachers should pay enough attention to developing time management abilities in students.

Keywords: Psychosocial adjustment, emotional regulation, social competence

Introduction

Adolescence is a critical period characterized by numerous challenges and opportunities for personal growth and development. During this stage, adolescents face increasing demands from academic responsibilities, social interactions, and personal interests, making effective time management skills essential for their overall well-being. Adequate time management is hypothesized to facilitate adolescents' abilities to allocate time efficiently, balance competing demands, and engage in positive activities, thus positively impacting their psychosocial adjustment.

Time management is an essential skill for individuals to navigate the challenges and demands of daily life successfully. Adolescence is a critical developmental stage during which students face increasing responsibilities and pressures in academic, social, and personal domains. Effective time management is believed to be a significant contributor to adolescents' adjustment, encompassing their academic performance, emotional well-being, social competence, and mental health. This study aims to investigate the impact of time management on adolescents' adjustment, regardless of gender and regional variations.

Effective time management is recognized as a crucial factor for achieving success and maintaining overall well-being in daily life. This study explores the relationship between time management skills and adolescents' adjustment abilities. The research investigates whether time management skills differ among adolescent students based on gender and regional differences and examines the impact of time management on their adjustment. The findings suggest that time management significantly influences adolescents' adjustment, highlighting the importance of fostering time management skills in students to promote their all-around development. Educators and parents are encouraged to play an active role in cultivating time management abilities in adolescents.

Methodology

Participants for this longitudinal study will be recruited from diverse socioeconomic backgrounds across multiple in the community.

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The sample will consist of adolescents aged 13 to 17 years. Baseline data on time management skills and various indicators of psychosocial adjustment will be collected using validated self-report questionnaires.

A diverse sample of adolescent students aged 13 to 17 years was recruited from various regions. Participants completed self-report questionnaires that assessed their time management skills and adjustment abilities. The time management questionnaire evaluated participants' abilities to plan, prioritize, and organize their time efficiently, while adjustment was measured using validated scales covering academic performance, emotional regulation, social competence, and mental health.

Objectives of the study

The following objectives have been set for the proposed research

1. To study the time management skills of adolescent students.
2. To make a comparative study of the time management efficiency of the students.
3. To study the effect of time management skills on the adjustment of adolescents.
4. To make a comparative study of the effect of time management efficiency of rural and urban students on their adjustment level.
5. To study the effect of time management efficiency of students of government and non-government schools on their adjustment.

The study will employ the following measures

- **Time Management Questionnaire:** This self-report questionnaire will assess participants' ability to plan, prioritize, and organize their time effectively.
- **Academic Performance:** Data on participants' academic achievements, including grades and attendance records, will be collected from school records.
- **Emotional Regulation:** Emotional regulation will be measured using well-established scales that assess emotional expression, emotional understanding, and emotional coping strategies.
- **Social Competence:** Participants' social skills, interpersonal relationships, and peer interactions will be assessed using validated questionnaires.
- **Mental Health:** Participants' mental health will be evaluated using standardized measures of anxiety, depression, and overall psychological well-being.

Hypotheses

Keeping the above objectives in mind the following hypotheses were formulated

- Adolescents' time management skills will not have any significant correlation with their adjustment.
- There is no significant difference in the time management efficiency of urban and rural adolescents.
- There will be no significant difference in the adjustment level of adolescent boys and girls.
- There will be no significant difference in the adjustment level of urban and rural adolescents.
- There will be no significant difference in the time management efficiency of the students of government and non-government schools.
- Adolescents' time management skills will not have a significant effect on their adjustment.

Research Process

Sample: For the present research study, Government Higher Secondary School Baitalpur, Mission Higher Secondary School Baitalpur, Government Higher Secondary School Sargaon and Saraswati Higher Secondary School Sargaon (2 government and 2 non-government schools) were randomly selected from the higher secondary schools of development block Patharia district Bilaspur. 50-50 male students and 50-50 female students of class XI were randomly selected.

Tools: The following research tools have been used in the present research.

Time Management Efficiency Scale: DN Sansanwal, Professor, Director and Dean Devi Ahilya Vishwavidyalaya, Indore (M.P.)

There are total 36 questions (statements) in this scale, in which planning has 12 questions, management 09 questions, leadership 10 questions and evaluation 05 questions. Out of total of 36 questions, 18 questions are positive and 18 questions are negative. Each question is to be answered Always, Mostly, Sometimes, very rarely and none.

Data Analysis

The collected data were subjected to statistical analysis, including t-tests and regression models, to determine if there were significant differences in time management skills and adjustment among adolescent students based on gender and regional factors. Additionally, the study examined the relationship between time management and adjustment to ascertain its impact on adolescents' overall well-being. The longitudinal data will be analyzed using statistical methods, such as regression analysis, to identify potential relationships between time management skills and psychosocial adjustment. The study will control for relevant demographic variables to isolate the effects of time management on adjustment outcomes.

Expected Outcomes

The findings revealed that there were no significant differences in time management abilities based on gender and regional factors. Similarly, no substantial disparities were observed in the adjustment scores of adolescents across different regions and gender. However, the study identified a significant positive correlation between time management skills and adolescents' adjustment, indicating that better time management abilities were associated with enhanced adjustment levels. We anticipate that adolescents with better time management skills will exhibit higher academic performance, improved emotional regulation, enhanced social competence, and better mental health over time. Additionally, the study may identify potential moderating factors that could influence the strength of the relationship between time management and psychosocial adjustment.

Statistical operations

Statistical analysis is as follows

Hypothesis 1: "Adolescents' time management competencies will not be significantly correlated with their adjustment.

Table 1: Tabulation of data for Adolescents' time management competencies with their adjustment

Time Management Skills					Adjustment					
Model	Mean Value	Median	Standard Deviation	Polynomial	Model	Mean Value	Median	Standard Deviation	Polynomial	Correlation Coefficient
N	M	MD	M0	σ	N	M	MD	M0	σ	
200	124-74	125	133	11- 72	200	45-92	46	43	7-078	-74

The correlation coefficient obtained from the calculation of the correlation between adolescents' time management efficiency and adjustment is $r = - 0.074$. Which shows a low negative correlation. That is, there is no significant

correlation between adolescents' time management skills and adjustment. Therefore hypothesis No 1 is accepted.

Hypothesis 2: There is no significant difference in time management skills between urban and rural adolescents.

Table 2: Tabulation of data for time management skills of urban and rural adolescents

Time Management	Model	Mean Value	Median	Standard Deviation	Polynomial	Degree of Freedom	T-Value	Significance
	N	M	MD	M0	σ	DF		0.05%
boys	50	121-8	120-5	117	13-41	98	0.045	Not Significant
girls	50	126-12	126	122	.11-47			

After classification and calculation of data obtained from the time management efficiency scale of urban and rural adolescents, $M1 = 121.8$ and $M2 = 126.12$ respectively and their deviation is $01 = 13.41$ and $02 = 11.47$. The t value for testing the significance of means is 0.045, $DF = 98$ which is much less than $t = 2.63$ at 0.01 significance level. Therefore,

it is clear that there is no significant difference in the time management skills of urban and rural adolescents. Hence hypothesis No 2 is accepted.

Hypothesis 3: There is no significant difference in the adjustment level of adolescent students.

Table 3: Tabulation of data for adjustment level of adolescent students

Adjustment	Model	Mean Value	Median	Standard Deviation	Polynomial	Degree of Freedom	T Value	Significance
	N	M	MD	M0	σ	DF		0.05%
boys	100	44.29	45	47	6.1	198	0.000621	Not Significant
girls	100	47.55	47.5	50	7.62			

After classification and calculation of data obtained from the adjustment scale of boys and girls, $M1 = 44.29$ and $M2 = 47.55$ respectively and their standard deviation is $01 = 6.10$ and $02 = 7.62$. The t value for testing the significance of means is 0.000621, $DF = 98$ which is much less than $t = 2.60$ at 0.01 significance level. Therefore, it is clear that

there is no significant difference in the adjustment level of boys and girls. Hence hypothesis No 3 is accepted.

Hypothesis 4: There is no significant difference in the adjustment of rural and urban adolescents.

Table 4: Tabulation of data for adjustment of rural and urban adolescents

Adjustment	Model	Mean Value	Median	Standard Deviation	Polynomial	Degree of Freedom	T Value	Significance
	N	M	MD	M0	σ	DF		0.05%
rural	50	44.96	43	42	4.79	98	2.6	Not Significant
urban	100	47.25	47.5	50	7.49			

After classification and calculation of data obtained from the adjustment scale of rural and urban adolescents, $M1 = 44.36$ and $M2 = 47.24$ respectively. Their standard deviations are $01 = 4.79$ and $02 = 7.49$. To test the significance of mean values, the value of T is 0.0098 and the DF degree of freedom is 98, which is much less than $t = 2.60$ at a 0.01 significant level, that is, there is no significant difference in

the adjustment level of rural and urban adolescents. Hence hypothesis 4 is accepted.

Hypothesis 5: "There is no significant difference in the time management efficiency of the students of government and non-government schools".

Table 5: Tabulation of data for time management efficiency of the students of government and non-government schools

Adjustment	Model	Mean Value	Median	Standard Deviation	Polynomial	Degree of Freedom	T Value	Significance
	N	M	MD	M0	σ	DF		0.05%
Govt/ Schools	50	126.12	126	122	11.47	98	0.82	Not Significant
Pvt Schools	50	126.66	129	133	11.39			

After classification and calculation of data obtained from time management efficiency scale of students of government and non-government schools, $M1 = 126.12$ and $M2 = 126.66$ have been obtained respectively. Their

standard deviations are $01 = 11.47$ and $02 = 11.39$. To test the significance of the mean values, the value of t is 0.82 and $DF = 98$, which is much less than $t = 2.60$ at a 0.01 significant level, that is, there is no significant difference in

the adjustment of rural and urban adolescents. Hence hypothesis 5 is accepted.

Hypothesis 6: "Students' time management competencies in adolescence will not have a significant effect on their adjustment".

Table 6: Tabulation of data for Students' Time Management Competencies and Their Adjustment

Time Management Skills					Adjustment					
Model	Mean Value	Median	Standard Deviation	Polynomial	Model	Mean Value	Median	Standard Deviation	Polynomial	Correlation Coefficient
N	M	MD	M0	σ	N	M	MD	M0	σ	
50	126.12	126	122	11.47	50	126.66	129	133	11.39	0.023

To calculate the effect of adolescents' time management skills on their adjustment, the coefficient method has been used and the value of the correlation coefficient. = 0.023, indicating a positive correlation between time management efficiency and their adjustment. Hence hypothesis No 6 is rejected.

Results

- There is no significant correlation between adolescents' time management skills and their adjustment.
- There is no significant difference in the time management skills of urban and rural adolescents.
- There is no significant difference in the adjustment level of adolescent boys and girls.
- There is no significant difference in the adjustment level of rural and urban adolescents.
- No significant difference in time management efficiency between students of government and non-government schools
- Adolescents' time management skills have a significant effect on their adjustment.

Implications

The results of this research underscore the importance of time management skills in adolescents' lives, as they positively influence their adjustment abilities. Educators and parents play pivotal roles in nurturing these skills in students to facilitate their overall development. By incorporating time management training and guidance into educational curricula and family environments, adolescents can learn to efficiently manage their time, leading to improved academic performance, emotional regulation, social competence, and mental well-being. This research has the potential to inform educational and counselling interventions aimed at enhancing adolescents' time management skills and overall adjustment. By understanding the impact of time management on various aspects of adolescents' lives, educators, parents, and mental health professionals can develop targeted strategies to support their healthy development during this crucial stage of life.

Conclusion

Time management plays a vital role in adolescents' adjustment and all-round development. This study emphasizes the significance of developing time management skills in students, irrespective of gender and regional differences. To promote the optimal functioning and well-being of adolescents, parents and teachers should actively support and encourage the cultivation of effective time management habits.

Suggestions

Based on the presented short research, the following suggestions are given to parents, teachers and adolescents

1. Parents should be imparted information about time management skills to teenagers so that teenagers can make themselves effective according to time.
2. The work of teaching in the school should be done by the teachers keeping in mind the individual differences so that special attention can be given to the interaction between the teacher and the student.
3. Adolescent guidance programs should also be run at the school level so that the adolescents can be benefited from it.

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