



Effect of Time Management Instructional Material, Discipline, Type of Family and their Interactions on Time Management Awareness

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Abstract

Time is precious and valuable. God has discriminately distributed the same unevenly. But it is the time which is evenly distributed to all. Whether you are a Prime Minister of a country or a common citizen, every body has got a day of twenty four hours. Most of us have too much to do and not enough time to do it in and not just at work. Managing your time well means managing your life well. People who handle their time well do it creatively. Mostly seen majority of people complaint about shortage of time or no time for doing certain activities. We have to juggle our home lives, social commitments and families as well as fit in any extras such as exercise, study or evening classes. Is effective Time Management an innate trait that has nothing to do with learning and every thing to do with being genetically 'programmed' to be either good or bad at managing time ? Perhaps it is because individuals gain some kind of pay off from being disorganized. They have an investment in this behavior which is stronger than either their desire or their ability to change it. It is important fact that there is no awareness of time and people are not given training in Time Management. This reflects the importance of Time Management awareness. Related to this important area some researches have been conducted by Sharma (1983), Pore (1991), Mocny (1993), Steide (1994), Wells (1994) and Wells (1995). These studies highlighted the importance of time management. The Time Management can be improved by creating the awareness of different aspects of time. So far no efforts have been made for creating awareness about different aspects of Time Management. Further the common observation is that the science background holders and nuclear families are more conscious as compared to other streams and joint families. So very less efforts are made for developing Time Management Competency different experts have written on Time Management Competency can be facilitate through specifically developed Self Instructional Material. The material alone may not go long way in facilitating Time Management Competency but the type of Family and Discipline of individuals do add to it. People with different Discipline and type of family may benefit differently/ definitely from the developed self instructional material. This has been explored through this study, and to fill all these gaps the present study was undertaken.

Objective

The following was the objective of this study:
To study the effect of Treatment, Discipline, Type of Family and their various interactions on Time Management Awareness by taking pre Time Management Awareness, Intelligence and Scientific Temper as covariates.

Hypothesis

The following was the hypothesis of this study:
There is no significant effect of Treatment, Discipline, Type of Family and their various

interactions on Time Management Awareness by taking pre Time Management Awareness, Intelligence and Scientific Temper as covariates.

Sample

The sample comprised of 342 students, selected randomly. Out of 342, 224 (126 science, 33 arts and 65 commerce) students were in the experimental group. These were from M.B. Khalsa Degree College and M.B. Khalsa Institution of Education, Indore. On the other hand 118 B.Ed. students (48 science, 51 arts and 19 commerce) were



from the Institute of Education, Devi Ahilya Vishwavidyalaya, Indore. All these students continued with traditional method and thus called control group. The sample represented the gender. There were 122 males and 102 females in experimental group. On the other hand 51 males and 67 females were in control group. All subjects were from Urban area. Majority of them were day scholars. Their age ranged from 17 to 35 years. The medium of instruction in science, arts and commerce disciplines was Hindi as well as English.

Design

The present study was experimental in nature. The study was designed on the basis of Non-Equivalent Control Group Design. There were two groups; one group was designated as Experimental Group and the other as Control Group.

The students were taken as existed in the field. Only the sections were randomly selected but not the subjects within each section. Both the groups were presented by administrating Time Management Awareness Scale. The students of Experimental group were given Instructional Material on Time Management. Each student was given one copy of the instructional material on Time Management. The students were asked to read the given instructional material in the classroom for one period. The duration of one period was 45 minutes. This continued for 15 working days spread over one month. During the experimentation, the experimenter was available. Students were free to keep the help from the experimenter. On the other hand, no Instructional Material was provided to control group. The control group continued with the Traditional Method. They were not given any information about the Time Management. At the end of the treatment both the groups were post tested with the help of tool that were used for pre testing.

The variables Intelligence and Scientific Temper were assessed during the experimentation.

Tools

The variables assessed in this study were Intelligence, Scientific Temper & Time Management Awareness. The Scientific Temper of student was assessed with the help of Scientific Attitude scale developed by Sansanwal and Sathe. The Raven's Progressive Matrices was used for measuring the Intelligence of the students. The Time Management Awareness was assessed with the help of Time Management Awareness scale developed by the investigator. This scale consisted of 36 statements, of the 18 statements were positive and remaining were negative. A five point scale was used. The test and retest and split half reliability coefficients were found to be 0.72 and 0.96 respectively.

Procedure of Data Collection

The experiment was conducted on college students taken from M.B. Khalsa Degree College and M.B. Khalsa Institution of Education. The permission was taken from the principals of these colleges. To start the procedure rapport was established with the students. The students were explained the objectives of this study. In the beginning time management competency and time management awareness scale were administered. After this they were explained the procedure of reading the instructional material on Time Management. Each student was given one copy of instructional material on time management. Every day, they were allowed to read the given instructional material for 45 minutes. The students were given one month time to read the instructional material. At the end, the Time Management Awareness scale was administered to the students in the same way as done before reading the Instructional Material. During the experimentation, the data were collected in respect of Intelligence and Scientific Temper by administering standardized tools. The administration was done as per instructions given in respective manuals. The same procedure was adopted in M.B. Khalsa Institution of Education. On the other hand, the students of the control



group continued with their routine activities and Traditional Method. The same tools were administered on the control group students in the same way as done in the experimental group. From all students of this study the information related to Discipline and Type of Family was also collected.

Result

The objective was to study the effect of Treatment, Discipline, Type of family and their various interactions on Time Management Awareness by taking Pre Time Management Awareness, Intelligence and Scientific Temper as covariates. There were two levels of Treatment, namely Instructional Material on Time Management and Traditional Method. The students belonged to three Discipline, namely, science, arts and Commerce. Further, students belonged to Joint Family and Nuclear Family. Thus there were two levels of Treatment, three levels of Discipline and two levels of Type of Family. Therefore, the data were analyzed with the help of 2x3x2 Factorial Design Analysis Of Covariance. The results are given in table 1. Table1; Summary of 2x3x2 Factorial Design

| Source of variance | df | Ssy.x | MSSy.x | Fy.x |
|-----------------------------------------|------------|---------|---------|---------|
| Treatment | 1 | 1896.09 | 1896.09 | 64.32** |
| Discipline | 2 | 67.60 | 33.80 | 1.15 |
| Type of Family | 1 | 22.12 | 22.12 | .75 |
| Treatment * Discipline | 2 | 0.07 | 0.03 | 0.001 |
| Treatment * Type of Family | 1 | 20.28 | 20.28 | 0.69 |
| Discipline * Type of family | 2 | 8.83 | 4.42 | 0.15 |
| Treatment * Discipline * Type of family | 2 | 33.03 | 16.51 | 0.56 |
| Error | 327 | 9639.35 | 29.48 | |
| Total | 341 | | | |

ANCOVA for Time Management Awareness by considering Pre -Time Management Awareness, Intelligence and Scientific Temper as covariates :

** Significant at 0.01 level

Effect of Treatment on Time Management Awareness By Considering Pre Time Management

Awareness, Intelligence & Scientific Temper as Covariates :

From table 1 it can be seen that the adjusted F-value for treatment is 64.32, which is significant at 0.01 level with df=1/327. It indicates that the adjusted mean scores of Time Management Awareness of instructional material on Time Management group and Traditional Method group differ significantly when Pre-Time Management Awareness, Intelligence and Scientific Temper were considered as covariates. So there was significant effect of treatment on time management awareness of students when pre time management awareness Intelligence and Scientific Temper were taken as covariates. In the light of this the null hypothesis that "There is no significant effect of Treatment on Time Management Awareness when pre Time Management Awareness, Intelligence and Scientific Temper were taken as covariates is rejected. Further the adjusted mean scores of Time Management Awareness of Instructional Material on Time Management Group was 24.38 which is significantly

higher than that of Traditional Method group whose adjusted mean score of Time Management Awareness was 18.32 .It reflects that the treatment of instructional Material on Time Management was found to be significantly superior to the Traditional Method when both groups were matched with respect to pre time management Awareness. It may therefore be concluded that instructional Material on Time Management awareness was found to be superior to traditional Method in enhancing Time Management Awareness of students when groups

were matched with respect to Pre Time Management Awareness, Intelligence and scientific Temper of students.

Effect of Discipline on Time Management Awareness By Considering Pre Time Management



Awareness, Intelligence And Scientific Temper as Covariates:

The adjusted F-value for discipline is 0.08 which is not significant (vide table 1). It indicates that adjusted mean scores of Time Management Awareness of students belonging to three Disciplines did not differ significantly when Pre Time Management Awareness, Intelligence & Scientific Temper were taken as covariates. It reflects that there was no significant influence of discipline on Time Management Awareness of students when Pre Time Management Awareness, intelligence and Scientific Temper were taken as covariates. Thus the null hypothesis that "There is no significant influence of discipline on Time Management Awareness of students when Pre Time Management Awareness, Intelligence and Scientific Temper are taken as covariates" is not rejected. It may therefore be said that Time Management Awareness was found to be independent of Discipline of students when groups were matched with respect to Pre Time Management Awareness Intelligence and Scientific Temper.

Effect of Type of Family on Time Management Awareness By Considering Pre Time Management Awareness, Intelligence and Scientific Temper as Covariates :

The adjusted F-value for Type of family is 0.75, which is not significant (vide Table 1). It indicates that adjusted mean scores of Time Management Awareness of students belonging to Joint Family and Nuclear Family did not differ significantly when Pre-Time Management Awareness, Intelligence and Scientific Temper were taken as covariates. It reflects that there was no significant influence of type of family on Time Management Awareness of students when Pre-Time Management Awareness of students Intelligence and Scientific Temper were taken as covariates." Thus the null hypothesis that "There is no significant influence of Type of Family on Time Management Awareness, Intelligence and Scientific Temper are taken as covariate" is

not rejected. It may therefore, be said that students belonging to Nuclear Family were found to have Time Management Awareness to the same extent when pre time management awareness Intelligence and Scientific Temper were taken as covariates.

Effect of Interaction Between Treatment & Discipline on Time Management Awareness By Considering Pre Time Management Awareness, Intelligence And Scientific Temper as Covariates :

The adjusted F-value for interaction between Treatment and Discipline is 2.25, which is not significant (vide table 1). It indicates that there was no significant influence of resultant of interaction between Treatment and Discipline on Time Management Awareness, when Pre Time Management Awareness, Intelligence and Scientific Temper were taken as covariates. In this context the null hypothesis that, "There is no significant influence of the interaction between Treatment and Discipline on Time Management Awareness of students when Pre Time Management Awareness, Intelligence and Scientific Temper are taken as covariates "is not rejected. It may, therefore, be said that Time Management Awareness, was found to be independent of the interaction between Treatment and Discipline when pre Time Management Awareness, Intelligence and Scientific Temper are taken as covariates .It shows that irrespective of the nature of Treatment, students belonging to science, Arts and Commerce Disciplines were found to possess Time Management Awareness to the same level when groups were matched with respect to pre Time Management Awareness, Intelligence and Scientific Temper. Thus, irrespective of Discipline of students, Instructional material on Time Management can be used to enhance Time Management Awareness of students when groups were matched with respect to Pre-Time Management Awareness, Intelligence and Scientific Temper of students.



Effect of Interaction Between treatment & Type of Family on Time Management Awareness By Considering Pre Time Management Awareness, Intelligence and Scientific Temper as Covariates:

The adjusted F-value for interaction between Treatment and Type of Family is 0.69, which is not significant (vide Table 1). It indicates that there was no significant influence of resultant of interaction between Treatment and Type of Family on Time Management Awareness when Pre-Time Management Awareness, Intelligence and Scientific Temper were taken as covariates. In this context the null hypothesis that “There is no significant influence of the interaction between Treatment and Type of Family on Time Management Awareness of students when Pre-Time Management Awareness, Intelligence and Scientific Temper as covariates” is not rejected. It may therefore be said that Time Management Awareness was found to be independent of the interaction between Treatment and Type of Family when Pre-Time Management Awareness, Intelligence and Scientific Temper were taken as covariates. It shows that irrespective of the nature of Treatment, students belonging to joint family and nuclear family were found to possess Time Management Awareness to the same level when groups were matched with respect to Pre-Time Management Awareness, Intelligence and Scientific Temper. Thus irrespective of Type of Family to which students belong, instructional material on Time Management can be used to improve Time Management Awareness of students when groups were matched with respect to pre-Time Management Awareness Intelligence and Scientific Temper.

Effect of interaction Between Discipline & Type of Family on Time Management Awareness By Considering Pre Time Management Awareness, Intelligence And Scientific Temper as Covariates :

The adjusted F-value for interaction between Discipline and Type of Family was 0.15,

which is not significant (vide Table 1). It indicates that there was no significant influence of resultant of interaction between Discipline and Type of Family on Time Management Awareness, when Pre-Time Management Awareness, Competency, Intelligence and Scientific Temper were taken as covariates. In this context the null hypothesis that “There is no significant influence of interaction between Discipline and Type of Family on Time Management Awareness of students when Pre-Time Management Awareness, Intelligence and Scientific Temper as covariates”, is not rejected. It may therefore be said that Time Management Awareness was found to be independent of the interaction between Discipline and Type of Family when Pre-Time Management Awareness, Intelligence and Scientific Temper were taken as covariates. It shows that irrespective of the nature of Discipline, students belonging to joint family and nuclear family were found to possess Time Management Awareness to the same level when groups were matched with respect to pre-Time Management Awareness, Intelligence and Scientific Temper.

Effect of Interaction Among Treatment, Discipline & Type of Family on Time Management Awareness By Considering Pre Time Management Awareness, Intelligence And Scientific Temper as Covariates

The adjusted F-value for interaction among Treatment, Discipline and Type of Family is 0.56, which is not significant. It indicates that there was no significant influence of resultant of interaction among Treatment, Discipline and Type of Family on Time Management Awareness when pre-Time Management Awareness, Intelligence and Scientific Temper were taken as covariates. In this context the null hypothesis that “There is no significant influence of the interaction among Treatment, Discipline and Type of Family on Time Management Awareness of students when Pre-Time Management Awareness, Intelligence and



Scientific Temper are taken as covariates” is not rejected. It may therefore be said that Time Management Awareness was found to be independent of the interaction among Treatment, Discipline and Type of Family when pre-Time Management Awareness, Intelligence and Scientific Temper were taken as covariates. Thus, irrespective of Discipline and Type of Family which students belong, Instructional Material on Time Management can be used to improve Time Management Awareness of students when groups were matched with respect to Pre-Time Management Awareness, Intelligence and Scientific Temper.

Discussion

Effect of Treatment on Time Management Awareness :

Instructional Material on Time Management was found to enhance the Time Management Awareness of subjects. Also Instructional Material on Time Management was found to be superior to Traditional Method in enhancing Time Management Awareness of students when Pre-Time Management awareness, Intelligence & Scientific Temper were taken as covariates. Instructional Material on Time Management was found to be superior to Traditional Method in enhancing Time Management Awareness of students when groups were matched with respect to Pre Time Management Awareness. This finding has been supported by Desai (1966), Sharma (1966), SIE (Gujarat, 1970b), Mehta (1973), Sethi (1976), Shitole (1976), Pandey (1980), Seshadri (1980), Jarial (1981), Shah (1981), Bhaskara (1982) and Sharma (1982) who developed Instructional Material in different subjects for facilitating Achievement in school subjects. Reading Ability, Concept Understanding, Creativity etc. This might have been because students were free to read the Instructional Material on Time Management at their own pace and as many time as they liked.

The nature of the material was self-instructional. It was developed in simple Hindi language. The content was presented

in logical sequence and examples were taken from daily life. To make the material enjoyable, cartoons were made and integrated with the content. On the other hand, the group treated through the Traditional Method was not given any information about the Time Management and no Time Management Awareness was focused. It indicates that normally students are never exposed to Time Management and they learn about Time Management in their own way through trial and error method. The present Instructional Material on Time Management can bridge this gap and students can be trained in Time Management through the use of this material.

Further, Instructional Material on Time Management was found to be effective in terms of Reaction Towards Instructional Material on Time Management. Students' reaction was positive. Normally students react positively only if they find that the Instructional Material on Time Management is of some use. The different characteristics of the instructional material as pointed out in the above paragraph.

Influence of Discipline on Time Management Awareness:

Time Management Awareness was found to be independent of Discipline of students when groups were matched with respect to Pre Time Management Awareness, Intelligence and Scientific Temper. It is a fact that in no discipline Time Management Awareness is created. Students are never told and nor an invited talk on Time Management is arranged. This indicates that the Discipline has no role in developing Time Management Awareness.

Influence of Type of Family on Time Management Awareness

Time Management Awareness was found to be independent of Type of Family of students when groups were matched with respected to pre Time Management Awareness, Intelligence and Scientific Temper.



In the family no parent pays attention to the awareness about the Time Management. They never give tips. They hardly give the books where some thing is given related to Time Management. This aspect is highly neglected both in the school as well as in different families.

Influence of Interaction Between Treatment & Discipline on Time Management Awareness:

Time Management Awareness was found to be independent of interaction between Treatment and Discipline of students when groups were matched with respect to Pre Time Management Awareness, Intelligence and Scientific Temper. It implies that the students studying different subjects could benefit equally from the developed Instructional Material on Time Management and Traditional Method. Instructional Material on Time Management has many advantages over Traditional Method. Thus, students studying different subjects could benefit equally from Instructional Material on Time Management. They could improve their Time Management Awareness.

Influence of Interaction Between Treatment & Type of Family on Time Management Awareness:

Students belonging to Joint Family and Nuclear Family were found to possess Time Management Awareness to the same level when groups were matched with respect to Pre Time Management Awareness, Intelligence and Scientific Temper. The Treatment was not designed so as to take into cognizance the Type of Family to which the students belong. Even in the classroom the students belong to different families but the teachers treat them equally. There are no methods of teaching which take into cognizance the Type of Family. Thus, the developed Instructional Material on Time Management can help students belonging to different Families in developing Time Management Awareness.

Influence of Interaction Between Discipline and Type of Family on Time Management Awareness:

Irrespective of the nature of Discipline, students belonging to Joint Family and Nuclear Family were found to possess Time Management Awareness to the same level when groups were matched with respect to Pre Time Management Awareness Intelligence and Scientific Temper. It shows that students belonging to Nuclear Family and Joint Family but studying different subjects were found to have Time Management Awareness to the same extent. This may be because students studying different subjects might not have got tips or information about the Time Management from their family members. It is observed that even the family members are equally ignorant about the Time Management Awareness.

Influence of Interaction Among Treatment, Discipline and Type of Family on Time Management Awareness:

Time Management Awareness was found to be independent of the interaction among Treatment, Discipline and Type of Family when Pre Time Management Awareness, Intelligence and Scientific Temper were taken as covariates. It implies that students belonging to different Families and studying different subjects could benefit equally from the developed Instructional Material on Time Management has many advantages over Traditional Method. Thus, any student irrespective of Type of Family and Discipline could use Instructional Material on Time Management for improving. Thus, it caters to the need of heterogeneous group. The students belonging to different Families and studying different subjects might have found the Treatment quite useful and might have developed Time Management Awareness and Time Management Competency to the same extent.

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