EFFICACY TIME MANAGEMENT SKILLS TRAINING ON ACADEMIC PERFORMANCE OF HIGH SCHOOL FEMALE STUDENTS IN SHIRAZ

Sakineh Taghizadeh Koohanjani, Sadrollah Khoosravi and Catherine Fekri

Department of Counseling, Islamic Azad University, Marvdasht Branch, Iran
Department of Psychology, Azad University of Firozabad, Iran

ABSTRACT

The purpose of this study was to evaluate the effectiveness of teaching time management skills on achievement motivation and academic performance of high school female students in Shiraz that was performed in 2013-2014. Research method was half experimental, the population of all city high school girl students studying in 2013-2014 included and the sample size of 60 students who were selected by multi-stage cluster sampling and Valrand achievement motivation and colleagues (1992) were performed on them. And then subjects had been at least selected and in addition this grade point average (GPA) last semester at least selected and randomly were assigned to two groups. In this study, the average academic performance and second semester of the academic year 2013-2014 was measured. The results of analysis of covariance showed that between time management skills and academic performance didn’t have a significant impact.

Keywords: Education, Academic Performance, Time Management, High School Students

INTRODUCTION

Academic performance in that effect on school learning and that affect academic performance are important. An issue that has long attracted the attention of Education and Educational Psychology, and currently has a special importance. This issue is what we offer strategies that students learn independently and be able to manage their own learning, self-control and not come on time teacher (Shoari Nejad, 2001). The ultimate goal of education and training is to increase the success of students. So, all the attention is focused on the efficiency and effectiveness of the process of education. Stable behavioral changes in people and "informal learning" is done by organizing effective teaching and learning process. Change and innovation, especially in the field of education in the process of teaching and learning is significant (Guven, 2004). On the other hand, increased efficiency in the process of teaching and learning possible through learning and how people understand this happens (Ozturk, 2002). Always ask the question is why, if people don’t looking for whys, their lives have stopped. Searching why, behaviors to a point that people have started to succeed. Adolescents in the environment, with the creation and modification of mistakes, learn leadership techniques and to achieve a higher grade in their personal lives should be placed in an educational environment (Karolin, 2010). Time management skills is a standard that the students achieve this success based on academic performance to business success and to, the motivation is progress, working together. From another perspective, including issues that students are facing, evaluation of teachers, their efforts to achieve academic goals, trying to get high scores, e many tasks, Stressful relationships with members of the school, the burden of the lack of time, relationships with friends, eating and sleeping habits, economic problems, job prospects for the future, emotional dependence are beliefs and mental challenges and social and political issues of the schools (Frydenbry, 1999; Roshan and Shaeeri, 1383).

Imam Ali with regard to the time limits specified in the planning of the division of time to talk and says: "Believers should divide their day into three parts: the time to worship the Lord, time to work and time to relax and get a breath of life and activity and provide the desired aesthetic pleasures lawful and reasonable and legitimate" (Saleh, translation Beheshti, 2002).

Nouri (2009) in research and development as compared to time management and motivation of students with high and low academic performance concluded, that significant level of academic performance be-
between students in the top and bottom in terms of time management (planning short-term and long-term planning), meanwhile, the students' academic performance above and below the significant level of confidence and foresight elements, however, is not significant difference in the components of perseverance and hard work.

Time management is a mean to move the person from the current position to the desired destination. Time management is a certain set of rules, which if followed to the person allows it to achieve success in life, earned happiness and enjoyment. The starting point for the development of time management skills is to know at the same time management is life management. By this method can take care of the most precious gift of life. When the person on the time control and, while the future will also have full control (Trisi, 1944; translated Blark, 2013).

Smart (2001) evaluated the effect time spent studying and the time spent working on students' performance showed, that variables, such as motivation and study time with the ability to dramatically impact their academic performance interaction, contrary to public opinion the amount of time spent studying or work didn’t have no direct effect on academic performance.

Cooch (2001) on the conclusion of research done on the Pareto 80.20 rule states that 20 percent of the time management can determine the affairs of life, but rather in fact you determine which parts you want to spend your time in which part time. This issue is true in the case of managers, because they have to earn or spend the most amount of time and this is secret in the Pareto Law (20/80) is hidden (Quoting JavaheriZadeh, 2005).

Yarahmadi et al., (2010) in a study titled explain and predict academic performance of secondary school students in rural areas of the city of Sanandaj, based on internal motivation factor model using structural equation modeling showed, amount of study predicted that perceived value specified personal motivation and perceived competence and providing support to follow the situation in the classroom predictor of academic performance is perceived competence.

Abbas and Kouchaki (2010) in the scholarly impact of the achievement on performance and academic self-concept, attitude toward school, learning how to succeed in school, academic performance and social adjustment showed second base, that program education significantly increased academic achievement, attitude toward school, learning how to be successful in school, academic performance and social adjustment.

**Research Objectives**

1. Explain the effectiveness of time management skills training academic performance of high school girl research hypotheses

1. Time management skills training have significant impact on the performance of female students in secondary school.

**Conceptual Definition**

Time Management: Order of management of teaching time, stop time and bring it under control, rather, it means that people learned time management so that they could now have the best possible use and to objectives in life, including achieve academic success (Beigi and Ama’Basir, 2010).

Academic performance: learning the individual school, so that it can be effective agents in two categories of factors related to individual differences and factors related to school and education system (Soleimanejad, 2001).

**Operational Definition**

Time Management Training: order of training time management in education for 10 sessions of 5.1 hours based on the view of David Lewis and Brian Trisi had been taught to students.

Academic Performance: order of academic performance scores in this study is that the subjects of a semester grade point average (GPA) and has earned two academic years 2013-2014.

Research method: Method study was semi-experimental pre-test and post-test design with a control group.

<table>
<thead>
<tr>
<th></th>
<th>T1</th>
<th>X</th>
<th>T2</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Figure 1: Diagram of research plan**

© Copyright 2014 | Centre for Info Bio Technology (CIBTech)
Statistical Society
Statistical Society consisted of all high school female students in Shiraz city have been enrolled in the academic year 2013-2014.

Sample and Sampling Method
Multi-stage cluster sampling from the four areas of the city education department and the school district three options Fatemeh Zahra, of this school selected two classes last semester GPA of at least the subjects selected randomly were assigned to two groups.

Table 1: Demographic information

<table>
<thead>
<tr>
<th>Abundance percent</th>
<th>Abundance</th>
<th>Demographic information</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>30</td>
<td>Daughter</td>
<td></td>
</tr>
<tr>
<td>100</td>
<td>30</td>
<td>14-16</td>
<td>Age</td>
</tr>
<tr>
<td>100</td>
<td>30</td>
<td>First</td>
<td>Grade</td>
</tr>
<tr>
<td>33.13</td>
<td>4</td>
<td>5-10</td>
<td></td>
</tr>
<tr>
<td>50</td>
<td>15</td>
<td>10-15</td>
<td></td>
</tr>
<tr>
<td>67.36</td>
<td>11</td>
<td>15 and upper</td>
<td></td>
</tr>
</tbody>
</table>

Measuring Tool
1. Academic Performance
In this study a semester GPA academic performance and two subjects were measured in the 2013-2014 school year.

Table 2: Therapy sessions scheduled time management skills training based on the views of David Lewis and Brian Trisi

| Objective: Users familiar with the rules of the group, aware of the importance of having a goal and find out exactly what they want. | 1<sup>st</sup> session |
| Objective: awareness of the role of planning to achieve these goals, familiar with the elements of a waste of time | 2<sup>nd</sup> session |
| Objective: The definition of time management, the importance and necessity of the time, familiar with the elements of time management and time management skills | 3<sup>rd</sup> session |
| Objective: To acquaint the members with a, b, c, d, e. Acquaint the members with a focus on objectives | 4<sup>th</sup> session |
| Objective: Understanding the Pareto Law, familiar subjects to consider the consequences of actions | 5<sup>th</sup> session |
| Objective: internal conversation positive effect on the performance of their internal conversations | 6<sup>th</sup> session |
| Objective: To acquaint members with limiting progress, the members share a great job to get small portions | 7<sup>th</sup> session |
| Objective: to increase speed through the implementation of time management skills, teaching the importance of completing a task at a time | 8<sup>th</sup> session |
| Objective: To acquaint members with their unique sense of talent, lack of education, the importance of avoiding works | 9<sup>th</sup> session |
| Objective: Users familiar with crisis management, to evaluate the strengths and weaknesses of meetings, filling out the questionnaire. | 10<sup>th</sup> session |
Execution Method
First with obtain permission from the Ministry of Education GPA high school girl high school student Fatemeh Zahra, investigated and remove those who were less GPA, 30 people randomly selected and were randomly assigned to experimental and control groups, experimental groups received 10 sessions of 1.5 hour time management training received in the control group received no intervention. Finally post test was administered to both groups, and the data were analyzed.

Data Statistical Analysis Method
In this study, analysis of covariance was used. Independent variables were at two levels of education and achievement motivation and academic performance and control. Dependent variables were the mean achievement motivation and academic performance. Control variables were pre-test scores and achievement motivation and academic performance. In this analysis, pre-test scores were controlled, the impact on the average of the post-test was taken and then adjusted averages were compared.

RESULTS AND DISCUSSION
Research Findings
The purpose of this study was to evaluate the effectiveness of time management skills training academic performance of high school students who took the analysis results are as follows:

A) Descriptive statistics (mean standard deviation)

B) To test the hypothesis using analysis of covariance multivariate (MANOVA)

Descriptive findings

Table 3: Mean and standard deviation of status GPA in both groups of study subjects

<table>
<thead>
<tr>
<th>Standard deviation</th>
<th>Average</th>
<th>Variable</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.79</td>
<td>14.73</td>
<td>GPA of first term</td>
<td>Experimental</td>
</tr>
<tr>
<td>3.76</td>
<td>12.6</td>
<td>GPA of second term</td>
<td></td>
</tr>
<tr>
<td>1.95</td>
<td>16.13</td>
<td>GPA of first term</td>
<td>Control</td>
</tr>
<tr>
<td>3.36</td>
<td>13.73</td>
<td>GPA of second term</td>
<td></td>
</tr>
</tbody>
</table>

In Table 3 mean and standard deviation of status GPA student in both groups can be seen separately.

Illative Findings
Hypothesis: A time-management skills training has significant impact on academic performance in high school.

Table 4: Levine test results in the case of default equality of variance

<table>
<thead>
<tr>
<th>Significant level</th>
<th>Freedom degree 2</th>
<th>Freedom degree 1</th>
<th>Value F</th>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.76</td>
<td>28</td>
<td>1</td>
<td>0.09</td>
<td>Post-test of academic education</td>
</tr>
</tbody>
</table>

Results Table 8-4 shows the default does not reject the equality of variances. Therefore, it can be used analysis of covariance.

Table 5: Results of covariance analysis of academic performance in both control and experimental groups

<table>
<thead>
<tr>
<th>Statistical power</th>
<th>ATA coefficient</th>
<th>Significant level</th>
<th>Value F</th>
<th>Average square</th>
<th>Freedom degree</th>
<th>Total square</th>
<th>Changing resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.68</td>
<td>0.0001</td>
<td>5.79</td>
<td>243.51</td>
<td>1</td>
<td>243.51</td>
<td>Pre-test</td>
</tr>
<tr>
<td>-</td>
<td>-</td>
<td>0.94</td>
<td>57.49</td>
<td>0.022</td>
<td>1</td>
<td>0.022</td>
<td>Group</td>
</tr>
<tr>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>27</td>
<td>27</td>
<td>114.35</td>
<td>Error</td>
</tr>
<tr>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>30</td>
<td>30</td>
<td>5371</td>
<td>Total</td>
</tr>
</tbody>
</table>

© Copyright 2014 | Centre for Info Bio Technology (CIBTech)
Research Article

Table 5 shows no significantly different between average academic performances the two groups. (P<0.05) This means that the time management skills training have not been effective on academic performance. So, second research hypothesis was not confirmed.

Discussion of the research hypotheses based on the effectiveness of time management skills training on academic performance of high school students

Table 5 shows no significantly different between the average academic performances in two groups. (P<0.05) This means that the time management skills have not been effective on training academic performance. So, second research hypothesis was not confirmed.

This study is consistent by research Ravari (2008) and Smart (2001). This study is Countercurrent by research Ash'ari (2010), Narimani (2011), Mazareie (2011), Mazaheri (2012), Shokri et al., (2012), Babaei (2012).

Shokri et al., (2012) studied cognitive-behavioral intervention research as a contribution to improving the academic performance and self-esteem based on delays of female students indicated the PayamNour, that delay in the experimental group compared with the control group, and increased self-esteem and academic performance is significant. These results suggest that cognitive-behavioral intervention based on cognitive delay due to Reconstruction, mindfulness and behavioral methods such as time management reduce delays and increase self-esteem and leads academic performance. So in the above findings can be explained by factors such as the impact on academic performance, parents' education, social status, economic evaluation and grading practices, teacher-student relations and friends. Citing the researcher experience and performed research, it seems that people with low academic performance and ability to properly control and manage time problems. It also has long-term objectives, therefore, persistence and urging people not to complete a task. Pareto's 20.80 rule and the constraints limiting factors, the particular method used, in this case, says 80% of the reasons for reaching the goal, the individual is limited. Only 20% of the restrictions on a person's ability to do the job in question, to the external conditions or the environment are concerned. (Trisi, 1944; Blark, 2013) Including factors that seem to contribute to this study, the level of education, and lack of consistency in practice exams interference education planning and time management skills, a doubling of the volume of material is in the second semester, if the behaviors associated with time management skills that one must learn to repeat the exercise. It seems as if this training for parents and teachers to be held at the same time leaves better results, so, given the above facts, it can be concluded that the effect of time-management skills training depend on how well and how to use it.

Conclusion

In this study, time management skills training had a significant impact on academic performance. Therefore it is necessary the importance of time management skills, with more emphasis to teaching students the skills and attitudes needed to be established in their time management function. Survey shows that several factors affect waste of time. Surveys conducted show about the lives of successful people that they are in control and time management skills and from moments and opportunities to their advantage. In other words, they have placed a very high value for a time, on the contrary, people with low performance, high performance, in violation of the then specialize, and their time to waste and unnecessary work on essential tasks prefer. How they helped to eliminate this undesirable trait is based on many factors. So with this important research and studies that can be accessed. So aim of time management is to help people have better lives. Obviously, when and how management is efficient is one of the issues that are important to humans. It is natural that time value is not equal for all and everyone the same way it does. Many of people are interested to take best advantage of the time, while for others this is not the case, in this regard, how from time is certainly a special set of skills and management is required. In other words, whatever is most familiar with these skills as well as control and management easier and more accurate it will be. Based on the above points following reasons can be summarized as the need for this study. Firstly, on the role and impact achievement motivation and of time management little research has been done on it in the country. Secondly, level of performance and success in every area with the ability to think and to work is time management techniques. Only by promoting the efficient use of time is its ability to increase the quality and quantity of results. Thirdly, to learning that one of the fastest ways to learn
is to teach others immediately story to talk about it, that this resulting performance is the person in all his works. It is recommended researches on factors related to motivation progress made, because this is a very important factor in the development and its impact on academic performance.

REFERENCES
Beigi Samira and Ama’ Basir Zahra (2009). Time management, martyr Beheshti University of Medical Sciences, Faculty of Medicine Pira, Group Accounting
Ravari Ali, Alhani Fatemeh, Anousheh Monireh and Mirzae Tayyebeh (2008). How to manage the study, students in Kerman University of Medical Sciences. Southern Medical Journal XI(1) 76-84.
Roshan and Shaeree Mohammd (2004). Examined the levels and types of stress and coping strategies among students and compare them in control and non-control students. Bimonthly Journal of Special Psychology 3(2) 49-60.
Salehsobhi (Translated by Mohammad Beheshti, 2002). The full text of Nahj-ol-balagheh. September publications in cooperation with the bright, aphorisms 390.
Shokri Fatemeh, Alipour Ahmad and Harris Agah (2012). The effectiveness of cognitive-behavioral interventions based on delay the improvement of students' self-esteem and academic performance. Two Journal 1(2) 81-90.
