

Effectiveness of Teaching time Management Strategies on the Self-esteem of High School Students

Zahra Chamani¹, Isa Bargi^{2*}

¹*Department of Educational Sciences, Marand Branch, Islamic Azad University, Marand, Iran*

²*PHD, Department of Curriculum Planning, Marand Branch, Islamic Azad University, Marand, Iran*

*Corresponding Author Email: isabargi@yahoo.com

Abstract: This research is considering education effect of time management strategies on self-esteem of high school students of Tikmeh Dash city in 2014-2015. This research is semi-experimental and pre exam-post exam typed with witness group, so by randomly group-sampling, one of the 60 students have been chosen as experimental group and the other school by considering some factors such as sex, educational course taken as control group. The testing number was 90, at first two groups took Copper Smith's self-esteem questionnaire. Then experiment received seven 60 minutes education sessions of time management strategies that involved aim-determining, planning, affairs leveling and studying strategies, after finishing of education sessions in experimental group students took self-esteem tests again. Data was collected by statistical covariance analysis. The results showed that the education of time management strategies has positive and meaningful effect in increasing of students' self-esteem.

Keywords: Time Management Strategies, Self-esteem, Students.

Introduction

The basis of every community is its management system. Regarding the experiences obtained from the history of human living it is clear that every community is able to pass the dynamism and development or to experienced failure. Such rises and falls have been existed due to the presence of inefficient and non-qualified managers. In general, managing and synchronizing the human and financial resources have been considered primarily by humankind. People have integrated within families and other social as well as political sectors. Hence, management is not historically long. It was from the early twentieth century that management has been admitted as an academic major. Many of the concepts common in management are derived from the efforts in recent years. The aim of the management science is the way of seeking affective methods to reach goals in shorter times. These methods are affected by social and human-based cultures where organizations do their activities. One of the indexes and criteria through which it is possible to judge society or organization is the concept of time since the quality of using time is the prominent resource (Khaki, 1999). Besides, time controlling is taken into account as important for every manager who tries to reach optimum results. They believe that the most important and valuable asset are the employers of organization and the most valuable asset of humankind is the short time enjoyed throughout the life. So, time is among the minimum resources which can bring about changes in all organizational levels. So, time management requires analysis and true planning the same as other types of management. To perceive the principles of time management, it is necessary to understand the quality of using time, to understand what problems impede appropriate using. Time management is a personal process and one should have integrity with individuals'

management style and existing styles. It is clear from the results that time management can be included in personal and organizational skills fields. Individual skills involve public behavioral paradigms which are usually employed by common people in personal and family-related life when it comes to using the time and its management. In fact, personal and family-related contexts are the ones in which this concept is used.

People who have entered the school and have expected the notion of night-time studying are adopting commitments and have stucked to them. For several times, they have promised to follow meticulous and organized plan to do the task and spend time on studying, but the plans have failed in practice. Failure in such conditions is due to tasks division or lack of employing the time management principles. Time management is initiated by determining and choosing the goals as well as through determining the priorities in real world which are changing when it comes to doing sensitive tasks such as the annual reports, long nights and holidays working come to be experienced for completing the reports. Have you ever decided to take the responsibility of the plan personally? Do you ever feel that something is wrong in your performance which is not clear enough for you? Raising such questions would be due to lack of time management or not being cognizant of the principles and techniques. The concept of time management has involved people and experts of different majors and several conferences and seminars have been held in this regard. Have we ever been able to have control over the time?

One of the important needs of human kind which can protect people in relation to anxiety and stress-inducing events is self-esteem. This concept has captured the attention of many authors. Self-esteem is reflected in daily lives of people and is regarded as the most important and determining aspects of human development (Saadat, 2002). It is regarded as important factor in capability with social and emotional aspects (Lee, 1996). So, understanding human social and psychological needs are taken into account as important, students learn living initially in school and then in family and that they acquire the understanding of society culture and family. One of the important factors determining the position and circumstance of individual understands the needs.

The behavior presented by humankind exists to meet the physical and psychological needs. If one knows the needs of kids, it will be possible to assist them so that they can provide their own needs in a true way. Self-esteem is one of these needs which are regarded as a motivation-inducing factor involving feeling of value, respect, success, and responsibility (Branden, 2005). Self-esteem consists of value including self-reporting information and is derived from the beliefs arising from his characteristics and that they are changeable. Self-esteem is concerned with the set of attitudes and beliefs to be presented by people in their interactions. Lack of planning on the part of students' life and experiencing stress in line with getting succeed are the obstacles to which different resources have pointed. One of the common complains addressed by students is that they have no enough time to do all the tasks in different educational contexts. The demonstrate that diverse classes, projects, reading-based tasks, preparation for exams etc. Require much time devotion and school consultants demand intervention from teachers and student to modify studying habits, particularly the ones related to organizing and time management (Garciaros et al., 2004).

Materials and Methods

This research is semi-experimental and pre exam-post exam typed with witness group, so by randomly group-sampling, the statistical population comprises of senior high school female students of humanities in Tikmedash. Multistep clustering method was used to choose among the senior high schools and two centers were selected. Having administered the pre-test of self-esteem Copper Smith questionnaire, the two groups were homogenized and. Having initiated the intervention, the afore-said questionnaire was completed by the two groups in post-test stage.

Instruments

Self-esteem questionnaire: The sale of self-esteem is provided to measure the feedback of social-self-peers, home-parent, school-academic, and general-self components. Of the optimum characteristics of this simple test is the simplicity and understandable statements, shortened design of items and group-oriented fashion. Self-esteem test of Coppersmith has been normalized.

Results

One of the presumptions of covariance analysis test is the linearity of the relationship between the self-esteem scores in pre-test and post-test of experimental and control groups. This examination indicates that there is a linear relationship between the self-esteem scores in pre-test and post-test of the two groups.

Homogeneity presumption of regression slope: Homogeneity of regression slope among the groups variable as well as pre-test and post-test are studied. Since the level of significance of group and pre-test is greater than 0.05, regression slope is homogenized. In other words, homogeneity of regression slope is not violated.

Table 1. Homogeneity of regression slope between group variables and pre-test.

	SS	df	MS	F	Sig.
Group		1			0.077
	679.419		679.419	3.241	
Pre-test	16804.027	1	16804.027	80.168	0.001
Interaction between group and pre-test	218.752	1	218.752	1.044	0.311

Examining homogeneity of variances: To study the homogeneity of variance scores on the self-esteem, Levene test is used. Since the level of significance is greater than 0.05, the variances of scores is equal. So, homogeneity assumption of variances is confirmed.

Table 2. Examining variance homogeneity between group variable and self-esteem.

F	df	Df Self-esteem	Sig.
1.06	1	58	0.306

Normality examination of pre-test and post-test scores distribution: This is examined using Kolmogorov-Smirnov test and the results are provided in the following table. Since the level of significance is greater than 0.05, there is no significant difference between scores distribution and normality distribution. So, normal distribution is confirmed and it is possible to use covariance analysis.

Table 3. Kolmogorov-Smirnov test to study normal distribution.

	Self-esteem pre-test	Self-esteem post-test
Number	60	60
Normal parameters		
Mean	43.48	38.33
Standard deviation	8.86	9.69
Littoral differences		
Absolute value	0.087	0.084
Positive	0.087	0.043
Negative	-0.060	-0.084
Kolmogorov-Smirnov	0.678	0.651
Level of significance	0.748	0.791

Table 4. Covariance test to study the effect of time management skills training on students' self-esteem.

Changes resources	SS	df	MS	F	Sig.	Chi Eta
Pre-test	18771.703	1	18771.703	89.487	P<001	0.611
Group	22338.802	1	22338.802	106.492	P<001	0.651
Error	11956.863	57	209.770	-	-	-
Total	3111911	60	-	-	-	-

The results of the test indicate the effect of time management skills training on self-esteem. So, null hypothesis is rejected and training time management skills can increase the self-esteem. The square index shows the effect of training time management skills on self-esteem. Finally, in case this value is greater than 0.14, the effect is storing. Based on the data of the above table, the effect falls into the category of medium.

Conclusion

Analysis of data indicated that training time management skills has an effect on self-esteem of senior high school female students. Self-esteem is means accepting or rejecting individual in relation to self and it indicates the extent to which people see themselves as capable, worthy and important. Training time management skills equips people with skills through which they can feel empowered. This leads to the way that people acquire higher levels of self-esteem. Training time management skills result in the fact that the individual reduces the anxiety and time wasting, thus feeling qualified through controlling the emotions and tasks. Individual who feels qualified and perceives himself as capable of controlling the time would feel qualified and succeed (Aminshokri et al., 2008). This is in line with the findings of KaramiMogadame (1999).

Suggestions

Teaches and officials consider the self-esteem of students, enhance positive attitude and impede negative attitude toward self. Ways are suggested to be paved to complete the knowledge and changes in attitudes, beliefs, thoughts, and conception as well as expectation of students in relation to the concept of time management. Employing time management principles by students requires learning skills in this regard and people's attributes are understood prior to explaining these skills. It is necessary to include chapters in educational system to make students are aware of time management, particularly the related components. It is recommended that holding workshops in the field of time management are issued to the teachers so that they give insight to students into the techniques of time management. Increasing skills of time management through taking part in workshop courses and communication chapters as follows:

Rejection skill and being frank

Verbal communication

Planning daily affairs

Research limitations

Although the sample size was chosen randomly, it is not feasible to generalize the results of study to other society. Individual factors such as motivation and conditions of running the test can be affective in the obtained results, leading to limitation when it comes to generalizing the results. Issues pertinent to the questionnaire such as loyalty of participants in responding and tension would give limitation in generalizing the results.

Conflict of interest

The authors declare no conflict of interest

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