Development of self-education motivation for students using time management techniques in primary and high school teachers

Desenvolvimento de motivação de autoeducação para estudantes usando técnicas de gestão do tempo em professores do ensino básico e secundário

Ridhi Rani¹
R Radhakrishnan²
Anita Sable³
Ved Srinivas⁴
KDV Prasad⁵

Abstract

Objective: The objective of the study is to measure the time management techniques on development of self-education and motivation for students and high school teachers

Theoretical framework: The existing time management motivation models and theoretical frameworks were used assess the impact of time management on motivation of school teachers and students

Method: The study employed empirical research gathering the data using a structured questionnaire from the respondents. The data were analyzed using SPSS ver 28 to gather practical insights of the study. The statistical techniques like estimation of reliability using Cronbach’s alpha, regression analysis and assessing data normalcy were employed.

¹ Doctor of Philosophy, Symbiosis Institute of Business Management -Hyderabad, Symbiosis International Deemed University, Lavale, Mulshi, Pune, Maharashtra 412115, Índia. E-mail: ridhi.rani@sibmhyd.edu.in
Orcid: https://orcid.org/0000-0001-6730-5421

² Master of Philosophy, Faculty, Symiosis Law School, Hyderabad, Symbiosis International, Deemed University, Pune, India. E-mail: krishnanm@gmail.com Orcid: https://orcid.org/0000-0002-4975-5477

³ Doctor of Philosophy, Symiosis Law School, Hyderabad; Symbiosis International, Deemed University, Pune, India. E-mail: anitasable@sls.edu.in Orcid: https://orcid.org/0000-0002-6537-9854

⁴ Doctor of Philosophy, Faculty, Thiagarajar School of Management, Madurai, Pamban Swamy Nagar, Tirupparankundram, Tamil Nadu 625005, Índia. E-mail: vedsrinivas@tsm.ac.in
Orcid: https://orcid.org/0000-0002-8190-1032

⁵ Doctor of Philosophy, Symbiosis Institute of Business Management - Hyderabad, Symbiosis International, Deemed University, Lavale, Mulshi, Pune, Maharashtra 412115, Índia. E-mail: kdv.prasad@sibmhyd.edu.in
Orcid: https://orcid.org/0000-0001-9921-476X
primary quantitative method has been adopted in this study, and the data were gathered from sixty-five respondents the teachers of a CBSE schools in and around Hyderabad and the collected data were analyzed using SPSS Ver. 28. The tests of multiple regression, descriptive statistics and demographic analysis have been carried out on the responses from the 65 participants. Results and conclusion: The results indicated that data were normal and all the four study variables motivation, performance, self-regulated learning and self-efficacy are impacting the time management. Students are more likely to get encouraged to learn mainly when they are curious about their learning topic. Learners or educators can help to grow interested by offering them interesting opportunities to explore more new things. It has been noted that providing students with daily basis or regular feedback can help them to track their progress and performance and thus, they can identify the areas in which they need to improve their performance. Implications: The authors presents the results of how time management can motivate the students in self-education and how time management techniques are increasing self-education motivation for students. Effective time management techniques can be essential for a student as they will help them to handle more subjects, tests, projects, as well as extra curriculum activities. It has been observed that learners who feel guided and always supported are more prone to stay focused in any kind of situation, and can easily overcome any risks. Originality/value: The empirical research compliments to the existing knowledge specially focusing on time management and its effect on motivation of students and teachers in schools. The study offers practical aspects of time management and provides valuable perspectives in near future to address the time management related issues in the schools.

**Keywords:** Self-Education. Self-Motivation. Self-Efficient. Self-Esteem. Time Management Skills.

**Resumo**

Objetivo: O objetivo do estudo é medir as técnicas de gestão do tempo no desenvolvimento da autoeducação e motivação para estudantes e professores do ensino médio Quadro teórico: Foram utilizados os modelos de motivação de gestão do tempo e quadros teóricos existentes para avaliar o impacto da gestão do tempo na motivação de professores e alunos da escola Método: O estudo empregou pesquisa empírica coletando os dados usando um questionário estruturado dos entrevistados. Os dados foram analisados usando SPSS acima de 28 para coletar insights práticos do estudo. Foram empregadas técnicas estatísticas como estimativa de confiabilidade usando alfa de Cronbach, análise de regressão e avaliação da normalidade
Introduction

Time management is a crucial aspect of student education and it helps in prioritizing their duties, lowering their feeling of stress, improving their academic performance, and developing self-motivation and self-discipline.
The above figure shows the benefits of proper time management. It has been noted that 91% of respondents think that proper time management skills can reduce stress on students and they can improve their performance. Almost around 86% of people think that effective time management techniques can improve students’ focus on their tasks and they can achieve their goals faster (Makhmudova, 2023).

Nearly around 83% of the respondents think that time management can help learners in better decision-making and their confidence will be increased. Poor time management is basically a habit of time wasting and it results in inefficiency in the students when they try to organize their tasks or plan any tasks. Additionally, poor time management can also increase stress and the feeling of anxiety as well as reduces learning and career opportunities (Mirzaev, 2021).

Time-management-related problems can impact students' overall performance and growth and it affects them in a negative way when they try to maximize their career path or move towards their professional life. Managing time effectively and efficiently can help the students to become more encouraged, and well-organized, and they can learn more efficiently (Alekseeva et al. 2019).

The significance of the study is the strategies used for the time management for the students with the aid of self-education motivation.
Literature Review

2.1 Description of the Role of Time Management Techniques in Students’ Academic Performance and Overall Development

Self-education is the most important part of personnel development and motivation development is another crucial part that helps to improve academically as well as professionally. As per the suggestion of Osypenko (2019), time management skills can guide students to improve their tasks efficiently, lower procrastination, and enhances the rate of productivity. There are many significant ways in which students' self-efficacy and motivation can be developed with the help of good time management strategies. Moreover, it is important to create encouragement in the students to set realistic goals within a particular schedule. As per the statement of Myronchuk & Makarevych (2019), setting goals can help the students to focus on their priorities, minimises overwhelm and increase motivation and encouragement to stay always focused and perform effectively. Liudmyla Zahorodnia (2023) reported the principal features of professional and personal training for future preschool education specialists in crisis situations. The study highlighted various forms of training that are effective in preparing specialists to navigate crises. The analysis of survey results provides valuable insights into the perspectives of future specialists and their educators regarding the most significant practical aspects of training in crisis conditions preparing preschool education specialists. Sukendro et al. (2023) studied the effect of online learning and school culture in the context of performance of vocational school teachers during Covid-19 pandemic. The authors concluded that online learning is statistically significant and had positive impact on school performance. The learning and school culture had a significant influence on teacher performance. Mappong et al. (2023) reviewed the human rights in full day school perspective and be inferred that, firstly, full day school at schools in Indonesia if it is correlated with the interest of the child, there are a number of violations, especially Articles 12 and 13 of Act Number 39 of 1999 concerning Human Rights, Article 4 and 11 of Act Number 23 of 2002 concerning Protection of the Child, and Article 28, 29, 31 of Convention on the Rights of the Child. Popov et al., (2023) studied the enhancing the competence of future economists to improve the effectiveness of training in the context of achieving the principles of sustainable development and reported improved learning outcomes of future economists in the study of further mathematics by means of freely distributed computer mathematical programs.
Thus, all these above techniques can support the students to prioritize their duties, decrease procrastination, and improve their overall performance.

2.2 Examination of the Crucial Factors that are Influencing the Self-Efficacy and Self-Confidence in the Students

It has been observed that there are multiple ways that can impact students' self-motivation and self-motivation. As per the opinion of Muratova (2022), student needs to believe in their potential to get success in their tasks as this greatly affects their learning confidence. However, students who have self-confidence, as well as self-efficacy, are likely to fix different challenging goals to overcome any obstacles they face. Along with this, the learning environment has a great impact on students' motivation. As per the findings of Guseynova (2020), factors like learners' support, available resources, and student engagement ratio or level can contribute to a positive as well as effective learning environment.

On the other hand, learners who are capable of regulating their education by setting appropriate goals, maintaining their time, and monitoring their progress are more probably to get motivated and always engaged with their education. As per the opinion of Alimjanovna (2022), family support and pers guidance can also affect a student’s education and motivation to study.

Figure 2: The importance of time management in students’ education
Source: Bilyalova et al. 2020
Thus, it can be deduced that, by considering all of these above-discussed factors, teachers or instructors or educators can better understand exactly what can impact a student's self-education and motivation and set effective strategies for supporting their learning as well as their overall growth.

2.3 Research Aim

The intention of the researcher was to understand the role of time management skills in developing self-motivation among the students

2.4 Research Objectives

RO 1: To analyse the importance of time management techniques in student’s development
RO 2: To understand the factors that is affecting the self-education and motivation of the students
RO 3: To elaborate on the issues of poor time management skills and lack of motivation
RO 4: To suggest the feasible ways in which the issues can be solved to create self-efficacy in the students
2.5 Research Questions

RQ 1: What is the role of time management techniques in students’ academic performance and overall development?
RQ 2: What are the most significant factors that are impacting self-efficacy and students' motivation?
RQ 3: What is the issue that hinders poor time management skills that affect students’ motivation?
RQ 4: Are there any feasible ways that can help to reduce the issue of poor time management and increase self-efficacy in the students?

Theoretical Framework

The theoretical framework was based on the models Bilyalova et al. 2020 and Kosholap et al. 2021

![Figure 4: Theoretical Framework](source: Authors creation)

Methodology

Reliability statistics: The data were collected using a structured questionnaire with 25 items, five items teach for time management, motivation, student performance, self-regulated learning and self-efficacy. The reliability and internal consistency of the instrument was measured assessing the Chronbach’s alpha statistics for all the variables. The Cronbach’s alpha values are time management (0.91), motivation (0.87), student performance (0.85) and self-efficacy (0.92) indicating strong reliability and internal consistency of the questionnaire.
The overall Cronbach’s alpha value is 0.92. The data were normally distributed as indicated by the Shapiro Wilk Test which is p>0.05 (0.584).

The questionnaire as circulated to 100 teachers working in the CBSE affiliated schools in Hyderabad city. After the data accumulation from the primary data sources, a primary quantitative method was used to examine the data. As per the suggestion of Jalilbayli (2022), the primary quantitative data analysis method helps to gain specific outcomes for the research which helps the researcher to collect valuable understandings about the research topic. Hence, quantitative data were examined and evaluated by the SPSS software.

Results and Discussion

Demographic characteristics of the study variables

<table>
<thead>
<tr>
<th>What is your age?</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6</td>
<td>9.2</td>
<td>9.2</td>
<td>9.2</td>
</tr>
<tr>
<td>2</td>
<td>12</td>
<td>18.5</td>
<td>18.5</td>
<td>27.7</td>
</tr>
<tr>
<td>3</td>
<td>13</td>
<td>20.0</td>
<td>20.0</td>
<td>47.7</td>
</tr>
<tr>
<td>4</td>
<td>14</td>
<td>21.5</td>
<td>21.5</td>
<td>69.2</td>
</tr>
<tr>
<td>5</td>
<td>20</td>
<td>30.8</td>
<td>30.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>65</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Table 1: Age
Source: Authors creation

The table 1 shows that the data is related to the respondent’s age which was around 30% from the age group of 50 to 55 years and 21.5 per cent from the age group of 45 to 49 years; 20% are in the age group of 40-45 years; 18.5% are 35-40 years and the rest are in the age group of 25-34 years.
Figure 5: Age
Source: Authors creation

Table 2: Gender
Source: Authors creation

<table>
<thead>
<tr>
<th>What is your gender?</th>
<th>Frequency</th>
<th>Per cent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>13</td>
<td>20.0</td>
<td>20.0</td>
<td>20.0</td>
</tr>
<tr>
<td>2</td>
<td>52</td>
<td>80.0</td>
<td>80.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>65</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Table 2 table depicts that the data is completely related to the respondent’s gender and there was nearly 80% were from the female group and 20 per cent were from the group of male.
Development of self-education motivation for students using time management techniques in primary and high school teachers

Table 3: Occupation
Source: Authors creation

Table 3 shows that the above data is related to the occupation of the respondents, where 20% were from the Upper Primary and 80 per cent are from the group of High School.

Table 4: Descriptive Statistics
Source: Authors creation
5.1 Regression Analysis

Table 4 is showing descriptive statistics of the primary quantitative analysis. Along with this, minimum, and maximum statistics are showing the amount of independent and dependent variables. Four hypotheses are tested.

Hypothesis 1: There is a Strong Association Between Time Management and Motivation

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
<th>Durbin-Watson</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.193</td>
<td>.037</td>
<td>.022</td>
<td>.996</td>
<td>1.899</td>
</tr>
</tbody>
</table>

**ANOVA**

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regression</td>
<td>2.411</td>
<td>1</td>
<td>2.411</td>
<td>2.432</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>62.451</td>
<td>63</td>
<td>.991</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>64.862</td>
<td>64</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Coefficients**

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
<th>95.0% Confidence Interval for B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
<td>Lower Bound</td>
</tr>
<tr>
<td></td>
<td>(Constant)</td>
<td></td>
<td>.363</td>
<td>.078</td>
<td>-1.93</td>
</tr>
<tr>
<td></td>
<td>IV1</td>
<td></td>
<td>.121</td>
<td>.078</td>
<td>-1.559</td>
</tr>
</tbody>
</table>

**Table 5: Regression table for Hypothesis 1**
Source: Authors creation

The above table is showing a linear regression for hypothesis 1 where the significance value is p<0.05. Therefore, the hypothesis 1 is highly supported by the research outcomes.

Hypothesis 2: There is a Strong Association Between Time Management and Students' Performance

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
<th>Durbin-Watson</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.269</td>
<td>.072</td>
<td>.058</td>
<td>.977</td>
<td>2.250</td>
</tr>
</tbody>
</table>

**ANOVA**

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regression</td>
<td>4.690</td>
<td>1</td>
<td>4.690</td>
<td>4.911</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>60.171</td>
<td>63</td>
<td>.955</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>64.862</td>
<td>64</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Coefficients**

Revisit Gestão e Secretariado (GeSec), São Paulo, SP, v. 14, n. 9, 2023, p. 14907-14922.
Development of self-education motivation for students using time management techniques in primary and high school teachers

Hypothesis 2: There is a Positive Relation Between time Management, Learning Motivation, and Self-Regulated Learning

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
<th>95.0% Confidence Interval for B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B Std. Error</td>
<td>Beta</td>
<td></td>
<td></td>
<td>Lower Bound</td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>4.186</td>
<td>.395</td>
<td>10.605</td>
<td>.000</td>
</tr>
<tr>
<td>IV2</td>
<td>-.207</td>
<td>.093</td>
<td>-.269</td>
<td>-2.216</td>
<td>.030</td>
</tr>
</tbody>
</table>

The above table is illustrating a regression for hypothesis 2, and the significance of the study has the linear registration data for hypothesis 2 where the is lower than 0.030 (p<. Thus, it can be deduced that hypothesis 2 is greatly supported by the research.

Hypothesis 3: There is a Positive Relation Between time Management, Learning Motivation, and Self-Regulated Learning

The above table is reflecting a linear regression specifically for hypothesis 3 where the significance value is less than 0.009 (p<0.05) and the hypothesis is completely supported by the study.

Hypothesis 4: There is a Strong Relationship Between Time Management Techniques and Self-Efficacy
The above table is showing a regression for hypothesis 4 and here the significance value is 0.001 (p<0.005) and the hypothesis is strongly supported by the research.

Table 8 is related to the regression value of hypothesis 4. The significance value is under 0.05 hence hypothesis is supported by the study.

Students can use time management skills, such as scheduling for planning their activities timely and more effective. As per the opinion of Saienko & Lavrysh (2020), this scheduling process includes planning time for self-learning, revision and relaxation means small breaks in the middle of the study. At the same time, students can use multiple tools like planner's mobile apps or calendars for organizing their activities properly. On the other hand, learners can motivate the students by tracking their progress and they can also encourage their students by celebrating their achievements whether it is big or small. As per the suggestion of Shyba (2019), this can help to build self-confidence as well as motivation in the students to develop their self-education. As per the statement of Bilyalova et al. (2020), Students who set clear and achievable goals for themselves are more likely to stay motivated and focused on their learning.

Conclusions

The study presented the idea of proper time management skills for increasing students' confidence and motivation. Through the primary quantitative analysis, and SPSS the relevant data has been collected. Hence, it can be suggested that students need to understand time management to be organized and efficient in their studies.

References

Alekseeva, I., Skovorodnikova, N., Farafontova, I., Koltsova, H., & Pallotta, V. (2019, August). Self-education as professional growth of University students in the

Revista Gestão e Secretariado (GeSec), São Paulo, SP, v. 14, n. 9, 2023, p. 14907-14922.
Development of self-education motivation for students using time management techniques in primary and high school teachers


Development of self-education motivation for students using time management techniques in primary and high school teachers


Submetido em: 28.07.2023
Aceito em: 31.08.2023