

Surveying the role of free time in female student's time management at high schools

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Abstract

The efficient use of time is an obligation for progress and promotion in the world, today. The Correct use of time causes the human being to carry out the activities leading to achieve the Personal Goals. The role of free time of female students in high school time management in Lamard-Iran was examined. In terms of objective, the study is an applied work and as to data gathering method it is a descriptive-survey work. Study population consisted of high school females in Lamard city (n=940) and 269 female students were selected as sample group based on Cochran's formula. To collect the data, a standard questionnaire was used. Content validity of the questionnaire was supported by experts and validity of the tool was obtained equal to 0.89 based on factor analysis test. Reliability of the tool was determined equal to 0.87 based on Cronbach's alpha. The results showed that free time had a desirable and suitable role in time management of the subjects so that they used their free time purposefully and effectively through routine planning based on learning and educational activities. Moreover, Friedman's test showed a significant difference among the research elements in terms of the mean scores. The lowest and highest mean scores were obtained by mechanics of time management and enforcement of discipline and organization respectively.

Key Words: Free Time, Time Management, Mechanics of Time Management, Control on Time, Time Discipline and Organization.

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Introduction

Time is the most valuable resource that man possesses as other resources have no value without time. In light of this, different cultures have recognized the role and importance of time in different ways. Among the facts that are generally known about time is that it cannot be deposited or extended. Indeed, the idea of time management appears as a false claim as time is not controllable or manageable and in the best scenario, we can only talk about how to use time properly. It is not even possible to choose between using or not using time and the only option is about how to use time (Hatemi, 2017). One of the most fundamental aspects of time management is to optimize the way of using time. In fact, time management means to be in control of our own time and work and prevent events and the environment affecting them (Biabangar, 2015). The need for management and leadership is undeniable and vital in every field of social and free time activity. Human and physical resources will perish without a competent leadership (Ansari, 2016). Management is a process to solve the issues of efficient realization of organizational goals through effective and efficient use of rare resources in a varying environment. Among valuable and limited resources like staff, capital, raw materials, and time, the last one is most valuable and rare. This highlights the necessity of time management in students for better

and more efficient use of time (Abdolbaghi, 2016). Time management – i.e. effective use of time – is essential for progress and growth in the modern world. Proper and effective use of time leads one toward activities that guarantee realization of personal goals. The way time is managed is a key indicator of effectiveness of members of a society and the purpose of time management is to avoid time waste and regulate working hours (Aminanvar, 2014). Taking into account the role of education system in terms of social, economic, cultural, and political aspects in particular, it is essential to improve its performance to avoid loss of human resources and time in. Leisure can take a Strong Role yet dual to change the Cultural Level of Society; it means that it can be in relation to the Human Being's Mental and Practical requirements and the Social Adoption or Dissensions as well as the Cultural Progress and retardation. The Refreshment through Leisure can make up the Physical and Mental Hurts originated from the Work Continuous Excitement and Doing the Social Responsibilities, as well via Pleasure, the Routine Work Uneasiness will be released and the opportunity to promote the Mental, Physical and Emotional Talent would be provided. Based on the aforementioned subjects, we are intending to investigate such Subject to indicate the Leisure Place in Time Management of the Girls' High School of Lamerd

Theoretical background and literature review

Life brings many different challenges in our way and solving them entails a great deal of effort. Several facilities that modern man possesses today is the outcome of our predecessors' hard words and even sacrifices. However, the challenges in the way of contemporary man are no less than those ahead of past generations. For instance, the global challenges of the past two decades are notable (Abdolbaghi, 2016). Free time activities are defined as leisure activities and those activities that we do in our free time. The main objective of such activities are refreshment, enjoyment, and personal characteristics development (Salmon, 2015). Steering and evaluating free time plans toward constructive, fruitful, healthy, and active experiences on one hand and recognizing the needs and interests of students on the other hand are two key and sensitive topics. Healthy and physically active activities result in physical health, peace of mind, personality growth and development, higher social engagement, decrease in crime and social felony, more responsiveness, moral growth, and personal and social benefits (Biabangar, 2015). Students' nature lures them toward joyful and energizing leisure activities and through this they achieve peace and enjoyment and other benefits of enjoying free time. Free time plans need to be purposeful and designed in the framework of educational classes

and group and formal activities to make sure that individuals strictly follow a timetable. It is notable, however, formal and obligatory nature of an activity may attenuate its leisure nature. Along with expansion of communication and educational networks, behavioral needs and activities of people have changed. Savari and Nouri (2017) conducted a study titled "comparing time management skill and achievement motivation of students with higher and low academic performance" and showed that there was a significant difference between the two groups of subjects in terms of time management skills and educational achievement motivation. They concluded that improvement of academic performance needs improvement of time management skills and achievement motivation. With regard to effectiveness of time management skills in negligence in students, Ghramlaki et al. (2016) showed that time management education attenuated negligence in students. In their study "The effect of time management education on reducing stress in high school girls in Tehran-Dist1" Moghadam and Haghshenas (2016) showed that the intervention was effective in reducing stress in the subjects. On the other hand, time management skills (setting goals, prioritizing, and programming) in the students who underwent the education was higher than the students who did not receive such education. Gharshi Minabad et al. (2016) surveyed the role of school tours in enrichment of high school

students' free time in Rasht-Dist2 and concluded that only a small number of students had the chance to participate in the tours and such activities comprised a small portion of the students' free time. The students were very interested in attending school tours and girls were more interested than boys. Morgan (2017) showed that the characteristics of students had the highest contribution in the variance in free time and homework management. Free time and doing homework had a positive relationship with direction of learning, emotional attitudes, grades, family support and teachers' feedback. There was also a negative correlation between free time and doing homework and the time spent on watching TV. Garcia (2016) studied students and concluded that those who participated in time management education courses enjoyed a high level of time management, self-efficacy, and educational achievement. Nonis (2015) carried out a study titled "improvement of educational behaviors in nine teachers working with special children (assessment of time management education program)" and reported that after the intervention, the percentage of time spent on educating students increased from 40% to 80%. As the findings showed, time management education can increase the time spent on education of students.

Question statement

Main question

What is role of free time in time management of high school girl students in Lamard Iran?

Special questions

1. What are the definitions of goals and prioritization of free time of high school girl students in Lamard Iran?
2. How is the mechanics of time management in high school girl students in Lamard Iran?
3. How is time control in high school girl students in Lamard Iran?
4. How discipline and organization are enforced in free time of high school girl students in Lamard Iran?

Methodology

The study is an attempt to survey the role free time in time management of high school girl students in Lamard Iran. The study tries to make the survey without altering or modifying the reality and achieve reliable guidelines and decisions. Therefore, the study is categorized as a descriptive-survey study in terms of data gathering method and as an applied work in terms of objectives. The description includes the Collections of the methods whose goals are to describe the circumstance or phenomenon to investigate. Run the Descriptive research is just to get known with the Current Condition more and assists to Decision Making Process. In the Descriptive Research, the Researcher's Goal is to describe the Subjective, Actual and Regular Phenomenon and Events, on the other Word, the

researcher makes effort to report whatever happened without any Mental Conclusion.

Study population and sample group

Study population is defined as a set of people or objects with identical and measureable features, which makes it possible to select a suitable sample group and generalize the findings for the sample group to the whole study population (Seif, 2014). The study

population in this study consisted of high school girl students in Lamard- Iran (n=940) and based on Cochran’s formula, 269 participants were selected as sample group.

Data gathering tool

For data gathering, the questionnaire of four aspects of time management (Hashemzadeh et al., 2006) was used.

Table 1- Subscales of the questionnaire

Subscales	Questions
Definition of goals and prioritizing	1-5
Mechanics of time management	4-10
Control on time	11-15
Enforcing discipline and organization	16-20

Validity and reliability of the tool

The questionnaire Validity of such research is confirmed through the Specialists’ Survey. Also, the Bartlett’s Test was used to review the Validity of questionnaire that /894 was achieved. Through the

Cronbach's alpha Test, the Questionnaire Reliability was /877.

Questions

What it is role of free time in time management in high school girl students in Lamard Iran?

Table 2- Descriptive results about the main question

Objective	Frequency (%)					Descriptive statistics			
	Very low	Low	Moderate	High	Very high	Mid	Mode	Min	Max
Priority of free time	1.92	7.46	19.72	44.52	26.14	4	4	1	5
Mechanics of time management	1.18	4.28	17.21	60.78	16.43	4	4	1	5
Time control	0	5.34	22.94	48.05	23.64	4	4	1	5
Discipline and organization	0.26	3.95	14.35	55.29	26.16	4	4	1	5
All questions (all goals)	0.84	5.25	18.55	52.16	23.09	4	4	1	5

As listed in the table above, 6.09% of the students marked alternatives “low” and “very low” and 18.55% marked “moderate.” This means that 6.09% of the participants chose the alternatives

below “moderate” and 75.25% chose the alternatives above “moderate.” Thus, the majority of the participants evaluated the role of free time in time management above moderate and at high level.

Question 1: What are the definitions of goals and prioritizing of free time in high school girl students in Lamard Iran?

Statements 1 – 5 of the questionnaire deal with this question and Table 5 lists the statistics in this regard.

Table 3- Descriptive results about definitions of goals and prioritizing free time of students

Questions	F(%)					Descriptive statistics					General perspective
	Very low	Low	Moderate	High	Very high	Mean	Mid	Mode	Skewness	SD	
1	2.00	7.3	8.00	70.00	12.7	4.41	4	5	-0.44	1.04	Desired
2	2.00	6.7	66.00	7.3	18.00	4.39	4	5	-0.41	1.01	
3	3.3	7.3	8.00	17.3	64.00	4.31	4	4	-0.47	1.02	
4	1.3	6.7	9.3	64.00	18.7	4.37	4	4	-0.52	0.99	
5	2.00	9.3	7.3	64.00	17.3	4.32	4	4	-0.39	1.08	
<i>Priorities of free time</i>	1.92	7.46	19.72	44.52	26.14	4.36	4	4	-0.44	1.02	

Clearly, the mean score of all the questions is higher than moderate level and mid and mode scores of most of the questions are equal to high. Based on the final result for this subscale, the mean score is 4.36, which is higher than moderate and mid and mode scores are equal to high. Negative skewness indicates that the responses were concentrated on “high” and “very high.” Thereby, a possible answer the question one is

that definitions of goals and prioritizing free time in high school girl students in Lamard City are at high level.

Question 2: How is the mechanics of time management in high school girl students in Lamard Iran? Statements 6 – 10 of the questionnaire deal with this question and Table 6 lists the statistics in this regard.

Table 4- Descriptive results about mechanics of time management in students

Statement	F(%)					Descriptive statistics					General perspective
	Very low	Low	Moderate	High	Very high	Mean	Mid	Mode	Skewness	SD	
6	1.3	10.00	7.7	60.81	20.19	3.71	4	4	-0.39	1.06	Desired
7	1.3	4.7	13.3	65.81	15.26	4.08	4	4	-0.49	0.93	
8	0.7	2.7	20.69	62.31	14.7	4.11	4	4	-0.52	0.83	
9	1.3	2.7	15.69	63.71	16.7	4.14	4	4	-0.41	0.86	
10	1.3	1.3	28.7	51.3	15.3	4.09	4	4	-0.66	0.78	
<i>Mechanics of time management</i>	1.18	4.28	17.21	60.78	16.43	4.02	4	4	-0.49	0.89	

Clearly, the mean score of all the questions is higher than moderate level and mid and mode scores of most of the questions are equal to high. Based on the final result for

this subscale, the mean score is 4.02, which is higher than moderate and mid and mode scores are equal to high or very high. Negative skewness indicates that

the responses were concentrated on “high” and “very high.” Thereby, a possible answer to the question two is that mechanics of time management in high school girl students in Lamard City is at high level.

Questions three: How is time control in high school girl students in Lamard Iran?

Statements 11 – 15 of the questionnaire deal with this question and Table 5 lists the statistics in this regard.

Table 5- Descriptive results about time control in students

Question	F(%)					Descriptive statistics					General perspective
	Very low	Low	Moderate	High	Very high	Mean	Mid	Mode	Skewness	SD	
11	0	2.7	29.3	51.3	16.7	3.89	4	4	-0.61	0.81	Desired
12	0	4.00	11.3	39.3	43.3	3.94	4	4	-0.56	0.85	
13	0	5.3	25.3	49.08	20.22	4.09	4	4	-0.58	0.91	
14	0	6.00	18.49	52.21	23.3	3.76	4	4	-0.44	0.86	
15	0	6.7	30.31	48.39	14.7	4.02	4	4	-0.46	0.91	
<i>Time control</i>	0	5.34	22.94	48.05	23.64	3.94	4	4	0-.53	0.86	

Clearly, the mean score of all the questions is higher than moderate level and mid and mode scores of most of the questions are equal to high. Based on the final result for this subscale, the mean score is 3.94, which is higher than moderate and mid and mode scores are equal to “high.” Negative skewness indicates that the responses were concentrated on “high” and “very high.” Thereby, a possible answer to the question

three is that time control in high school girl students in Lamard City is at high level.

Question four: How discipline and organization are enforced in free time of high school girl students in Lamard Iran?

Statements 16 – 20 of the questionnaire deal with this question and Table 8 lists the statistics in this regard.

Table 6- Descriptive results about enforcing discipline and organization in free time of students

Question	F(%)					Descriptive statistics					General perspective
	Very low	Low	Moderate	High	Very high	Mean	Mid	Mode	Skewness	SD	
16	0	3.3	13.48	51.22	32.00	4.07	4	4	-0.61	0.81	Desired
17	0	4.7	13.21	57.49	24.7	3.64	4	4	-0.54	0.83	
18	0	2.00	20.08	55.22	22.7	3.72	4	4	-0.49	0.74	
19	0	5.04	17.00	49.26	28.7	3.83	4	4	-0.66	0.85	
20	1.3	4.7	8.00	63.3	22.7	4.17	4	4	-0.58	0.92	
<i>Discipline and organization</i>	0.26	3.95	14.35	55.29	26.16	3.88	4	4	-0.57	0.83	

Clearly, the mean score of all the questions is higher than moderate level and mid and mode scores of most of the questions are equal to “high”. Based on the final result for this subscale, the mean score is 3.88, which is higher than “moderate” and mid and mode

scores are equal to “high”. Negative skewness indicates that the responses were concentrated on “high” and “very high.” Thereby, a possible answer to the question four is that time control in high school girl students in Lamard City is at “high level”.

Comparing the mean score of subscales using Friedman’s test

Table 7- Mean score of subscales of Friedman’s test

Subscales	Mean rank	N	DF	Chi-square	p-value
Definition of goals and prioritizing	3.28	269	3	25.449	0.000
Mechanics of time management	2.92				
Control on time	2.79				
Enforcing discipline and organization	2.54				

Clearly, p-value in the table above is less than 0.05, which means that there is a significant difference between the mean scores of the subscales under study. The lowest mean score was

obtained by “mechanics of time management” equal to 2.54 and the highest mean score was obtained by “enforcing discipline and organization” equal to 3.28.

Table -8: Leisure Place in High School Students’ Time Management considering Residence Place

Index	Gender	Avg	Variance	Statistics	p-value
Goal Editing and Prioritizing	Rural	4.35	0.62	5.461	0.001
	Civil	4.82	0.29		
Time Management Mechanic	Rural	4.35	0.74	5.521	0.000
	Civil	4.19	0.31		
Time Control	Rural	4.25	0.76	5.213	0.000
	Civil	4.80	0.38		
Regulation and Organizing	Rural	4.18	0.69	5.214	0.002
	Civil	4.89	0.27		

In order to compare the Leisure Place for the High School Students’ Time Management, considering their Residence Places, T Test was run for two Independent Rural and Civil Groups whose Conclusion is indicated in below Table. It is seen the achieved P-Value is less 0.05 than in all Research Index’s. So,

between the Leisure Places in High School Students’ Time Management, considering their Residence Places of female Students of Lamerd is Significant Different.

Conclusion

The role of free time in time management in high school girl

students in Lamard City was examined. To this end, four variables including goals definition and prioritization, mechanics of time management, control on time, and enforcement of discipline and organization were examined. The results showed that the role of free time in time management of the subjects was at a desired condition so that they used their free time in a purposeful manner through planning and focusing on education-related activities. Moreover, Friedman's test results showed that there was a significant difference between the mean score of the subscales. The lowest mean score was obtained by "mechanics of time management" and the highest mean score was obtained by "enforcing discipline and organization." The knowledge of the learners about the way of using time was improved through time management methods, so that they were able to make a better estimate of the time needed to perform specific tasks and make more realistic planning. Therefore, and given that time is a limited resource, it is essential to manage it in educational environment and pay more attention to students' time. The learning experience is stressful for many students and one of the strategies in this regard proposed by education consultants is time management and programming. Among the issues and problems that students are faced with is exam anxiety, which is one of the main causes of loss of educational performance in students. To ensure better performance in exams, there is a

need to utilize the techniques of anxiety treatment and time management. In addition, time management education is another way to overcome exam anxiety in educational settings. Codifying time management educational programs based on the needs of students leads to higher mental health in students. The achieved conclusions from this Research are aligned with the Research Savary and Noorys (1396) Zamani Moghaddam and Haghshenas (1395) and Moorgan (2017).

Practical recommendations

1. To achieve a well-defined program that covers all the educational and personal issues, students need consultation to learn about the general and specific goals and adopt clear and transparent goals based on their needs.
2. Students' activities need to be listed based on priority and importance and they should plan based on such lists. The priorities should be reviewed periodically and updated if necessary.
3. In addition to a general program, students need to make plans for their daily and occasional activities, prioritize them if needed, and follow them strictly.
4. Given the importance of time mechanics and management, the students need to be provided with required educations by experienced consultants and planners. Time

management activities by students should be evaluated at specific stages to make required modifications.

5. Time allocation to different tasks should be based on the priority of each task.
6. Students should be provided with adequate consultations in the areas of self-esteem and self-confidence.
7. Attenuating and solving anxiety is highly important in time management. It is recommended to survey environmental and education stressors when it comes to time management and control. It is essential to survey physical, mental, and social environments that students are exposed to. Students need to be provided with adequate information needed for proper time management throughout the process of programming.

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