Chapter VI
SUMMARY OF FINDINGS, SUGGESTIONS AND CONCLUSION

6.1. Introduction

6.2. Summary of Findings

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6.4. Conclusion
6.1. Introduction

In this chapter the researcher has presented the summary of findings of the study and also discussed the various problems faced by the students of engineering colleges affiliated to Anna University Regional Centre, Tirunelveli with appropriate suggestions for solving the problems.

6.2. Summary of Findings

The following are the summary of findings of the study.

The second chapter “Review of Literature” deals with various studies related to the topic of research. The literature review is to provide a solid background for a research study investigation. A comprehensive knowledge of the literature of the field is essential to any research study. Hence, the researcher has dealt with the theories related to this topic. The work of different authors are discussed and analyzed. The researcher has analysed in this study the Self-Regulating Academic Study Time, Time and Self-Management, College student’s academic stress and its relation to their anxiety, time management, and leisure satisfaction, Relationship between time management behavior and academic performance, College student’s time management, correlations with academic performance and stress, impact of time management skills on self-efficacy and academic performance. Effects of learning styles and time management on academic achievement and Time-related individual differences.
The third chapter titled “Background of Technical Education and Profile of Anna University, Chennai and its Regional Centre, Tirunelveli” provides the details of entire background of the study area. The history of technical education in India can be traced to Epic Period (1000BC) and Vedic period (Prior to 500 BC) when numerous technical skills such as carpentry, smithy, foundry, and weaving were part of education. Later during medieval India, the vocational skill reached great heights as it is evident from the findings of the archaeological remains of the period.

Although, scientific development geared up to a great extent at that time, there was lack of coordination between scientific community and technicians. At that time, scientific people mostly governed technological innovations, while technicians were people like masons and artisans who did not know how the scientific principles are applied to the technological innovations. This feeling of need for an organized way of imparting technical knowledge to the technicians at that time translated it to the education in engineering. The number of graduates coming out of technical colleges increased to over 700,000 in 2011 from 550,000 in FY 2010. However, according to one study, 75% of technical graduates and more than 85% of general graduates are found unemployable by India's most demanding and high-growth global industries, including information technology. Nevertheless, India offers the largest pool of technically skilled graduates in the world. The maximum number of professional educational institutions is in the state of Andhra Pradesh with 4473 professional
colleges including engineering colleges and followed by the State of Maharashtra with 3446 professional colleges including engineering colleges.

The UGC was formally established only in November 1956 as a statutory body of the Government of India through an Act of Parliament for the coordination, determination and maintenance of standards of university education in India. In order to ensure effective region-wise coverage throughout the country, the UGC has decentralised its operations by setting up six regional centres at Pune, Hyderabad, Kolkata, Bhopal, Guwahati and Bengaluru. The head office of the UGC is located at Bahadur Shah Zafar Marg in New Delhi, with two additional bureaus operating from 35, Feroze Shah Road and the South Campus of University of Delhi as well. The AICTE was constituted in 1945 as an advisory body in all matters relating to technical education. Even though it had no statutory powers, it played a very important role in the development of technical education in the country. It had four regional committees with offices at Chennai, Mumbai, Kanpur and Calcutta.

Tamil Nadu is one of the most literate States in India. The State's literacy rate is 80.33% in 2011, which is above the national average. A survey conducted by the Industry body Assocham ranks Tamil Nadu top among Indian states with about 100% Gross Enrollment Ratio (GER) in primary and upper primary education. Tamil Nadu has 37 universities, 455 engineering colleges and 1150 arts and science colleges under the control of the Tamil Nadu Higher Education Department.
Anna University was established on 4th September 1978 as a unitary type of University. It offers higher education in Engineering, Technology and allied Sciences relevant to the current and projected needs of the society. Besides promoting research and disseminating knowledge gained there from, it fosters cooperation between the academic and industrial communities. The University was formed by bringing together and integrating two well-known technical institutions in the city of Madras.

The Regional Centre Anna University Tirunelveli Region is formed after merging Anna University of Technology, Tirunelveli with Anna University, Chennai with effect from 1-8-2012 which is located along Trivandrum road, 2 kms from the Tirunelveli Main Bus Terminal and 6 kms from the Tirunelveli Railway Station. Nearest airport is Tuticorin having University campuses in Tirunelveli, Thoothukudi and Nagercoil.

The fourth chapter “Socio – Economic Background of Engineering Students” deals with the background of the respondents. The study has yielded the following findings.

i. Out of 200 students, 71 per cent of the sample respondents are males and 29 per cent of the sample respondents are females.

ii. 14.5 per cent of the respondents belong to Other Community, 60 per cent of the respondents are from Backward Community, 16.5 per cent of the respondents belong to Most Backward
Community and only 9 per cent of the respondents are from Scheduled Cast/Scheduled Tribes community.

iii. Out of 200 sample respondents, 46 per cent of the students belong to Hindu Religion, 43 per cent of the students belong to Christianity and the remaining 11 per cent of them belong to Islam.

iv. The majority (81.5%) of the respondents are having their own house either because they are economically well off or due to liberal financial support from Government and Banks.

v. 10.5 per cent of the respondent’s fathers are illiterates, 11 per cent of the respondents’ fathers have passed elementary education, 19.5 per cent of the respondents’ fathers have passed secondary education and only 12.5 per cent of the respondents’ fathers have post graduation degree.

vi. 15 per cent of the respondents have below two members in their family, 48 per cent of the respondents have two to four members and 37 per cent of the respondents have more than four members.
vii. 42.5 per cent of the respondents spent three to five hours per day for their study purpose and only 9 per cent of the respondents spent more than 7 hours per day for their study.

viii. 47.5 per cent of the respondents spent three to five hours for their study purpose and 14 per cent of the respondents spent more than seven hours during exam time for their study.

ix. 39.5 per cent of the respondents spent five to seven hours for their study for the preparation of university external examinations and 25.5 per cent of the respondents studied more than seven hours during the preparation of university external examinations.

x. Out of 200 respondents, 69.5 per cent of the respondents did not attend any special classes and only 4.5 per cent of the respondents spent two to three hours for special classes.

xi. Out of 200 respondents, 40 per cent of the respondents did not spend any time for physical exercise, 49 per cent of the respondents did exercise everyday and 11 per cent of the respondents did exercise only during week-end.

d. The maximum number of the respondents (47.5%) have spent less than one hour for watching the television for entertainment
and only 4.5 per cent of the respondents spent more than two hour per day for watching television.

xiii. Out of 200 respondents, 26 per cent of the respondents read the Times of India and only 7 per cent of the respondents read the New Indian Express for updating their knowledge.

xiv. The majority (50.5%) of the students have spent less than 15 minutes every day to read the newspapers and 17 per cent of the respondents have spent the time ranging from 15 minutes to 20 minutes to read the newspapers per day.

xv. Maximum number (45%) of students are idle during the travelling time and only 15 per cent of the students have spent their travelling time for reading purpose.

xvi. 35 per cent of the respondents have spent the time ranging from five to ten minutes for their breakfast and 7.5 per cent of the respondents did not take their breakfast because of long travel from their place of stay to college.

xvii. The maximum number of the students took five to ten minutes for their lunch and only 9 per cent of the students took below 5 minutes for their lunch.
xviii. 37 per cent of the respondents have spent the time ranging from ten to fifteen minutes for taking their dinner and only 9 per cent of the respondents took less than five minutes for their dinner.

xix. 30 per cent of the respondents did not have any problems during the time of examination and the remaining students having different types of experiences during the time of examinations out of which the maximum number of students have problem from their family.

xx. Maximum number of respondents (65%) had discussion with their classmates. It is also noted that 21 per cent of the respondents had discussion with their teachers for clarifying their doubts in the subjects.

The fifth chapter “An Analysis of Time Management Behavior of Students in Engineering Colleges Affiliated to Anna University Regional Center, Tirunelveli” deals with time management pattern of students of the study area. The following findings are derived from the analysis.

i. There is no significant relationship between height difference and time management behaviors. It means all height groups from less than 150 cm to more than 170 cm are having the same type of time management behaviors.
ii. There is no significant relationship between community difference and time management behaviors. It means all community group respondents are having the same type of time management behaviors.

iii. There is a significant relationship between weight difference and planning time management behaviors. Post hoc test results show that, above 70 kg respondents differ significantly from the weight group of below 50 kg, 50 kg to 60 kg and 60 kg to 70 kg.

iv. There is no significant relationship between religious difference and time management behaviors. It means all religious group students are having the same type of time management behaviors.

v. There is a significant relationship between educational department difference and planning time management behaviors. Post hoc test results show that electrical and electronics engineering group respondents differ significantly from mechanical and electronic and communication engineering department.
vi. There is no significant relationship between residential location of the higher secondary school and time management behaviors.

vii. There is a significant relationship between categories of institution and task prediction, balanced work time management behaviors. Post hoc test results show that matriculation school group students differ significantly from government and government aided students based on task prediction time management behavior. And government school students differ significantly from government aided school students and matriculation school students based on balanced work time management behavior.

viii. There is a significant relationship between level of graduation and time management behaviors. It means first graduates in family and other levels of graduates having different type of time management behaviors.

ix. There is a significant relationship between family members and time management behaviors. Post hoc analysis shows that below 2 members group differ significantly from 2 to 4 members and above 4 members based on academic time management behaviors.
x. There is a significant relationship between father’s income and
   time management behaviors. Post hoc analysis shows that less
   than Rs.100000 income group differs significantly from
   Rs.100000-Rs.200000 income group based on planning time
   management behaviors.

xi. There is a significant relationship between newspaper reading
    habit and time management behaviors. Post hoc analysis shows
    that Hindu news readers differ significantly from non news
    readers, times of India news readers and Dinathanthi news
    reading group based on time scheduling time management
    behavior.

xii. There is a significant relationship between time spent for taking
    morning food and time management behaviors. Post hoc
    analysis results show that students who takes above 15 minutes
    differ significantly from below 5 minutes and 10 to 15 minutes
    response group based on time scheduling time management
    behavior. Students who take 10 to 15 minutes differ
    significantly from below 5 minutes and above 15 minutes
    response group based on balanced work time management
    behavior.
There is a significant relationship between student’s self-motivation and time management behaviors. Post hoc analysis results show that students who don’t have motivation differ significantly from self-motivated students and highly self-motivated students based on scheduling time management behavior. And for balanced work time management behavior, highly motivated students differ significantly from non-motivators and self-motivators.

The Correlation coefficient (r) between academic time management and planning is 0.539; that means academic time management and planning having 54 per cent positive relations. The significance of chi square value is greater than 0.05, hence null hypothesis is accepted. It concludes that the time spent on relaxation and time spent on physical exercise has no significant association. It is also found from the study that 80 students (40%) were not spending time for physical exercise and 46 students (23%) spent less than one hour for relaxation.

6.3. Problems and Suggestions

From the findings, it is obvious that effective time management could be a tool for a harmonious, healthy and balanced academic life of students. There
was no systematic, planned and scientific approach in the allotment of time to each and every sphere of daily activity on priority basis. Therefore educational organization should adhere strictly to effective time management in order to provide quality services to their student community. Most college students have difficulty in managing their time well. A well-thought time management is the key to success in life. The students should handle their time wisely and think about it seriously to be more progressive and productive. The ways and means to handle time wisely are discussed hereunder.

6.3.1. **Responsibility in the Order of Priority**

Many of the students work in a random manner, too busy trying to manage with whatever comes their way to invest a few minutes daily in establishing their work priorities. Many of the students work ineffectively, because they do not have the time to improve their effectiveness through learning better time management and other stress reducing techniques.

It is suggested to write down all those tasks which need to be done. Identify them by importance and urgency. If a task is urgent but trivial, give priority to it, but ensure that they do not spend any more time on it than they need to. A task that is both urgent and important should naturally be given high priority. In the time management policy and formula, health of the students shall find a place of priority and importance like that of any other aspect of academic programme.
6.3.2. Avoidance of Unimportant Interruptions While On an Urgent Task

Many tasks need concentrated effort and there is nothing more frustrating than a bombardment of relatively unimportant interruptions when they are trying to complete an urgent report or some other task requiring considerable concentration. Students who complete a time log over a week’s duration are often astounded at how much time is wasted through unscheduled and unimportant interruptions. Naturally, they cannot avoid all unscheduled interruptions, but they can often take steps to improve the situation.

Being careful and a little assertive with those students who are insensitive to time and work factors would help finish the task at hand in time. Saying “Sorry, I don’t have time to talk now, because I have an urgent report to complete” can save considerable time and bottled up tension on the part of students in meaningful engagements.

6.3.3. Saying ‘No’ to Distractions

One need not be an yes man all the time at one’s risk and disadvantage. Therefore, the most effective of all the time saving techniques ever developed is the timely use of the word “No”. Being able to say “No” is an assertion skill which can free a person from compulsive distractions.

6.3.4. Avoid Procrastination

Too many are experts at procrastination. Many act upon the belief that it is easier to postpone doing something daunting or unpleasant than to tackle it
immediately. Such a negative approach makes the task unpleasant and magnifies the problem. A positive mind set is a priceless asset to achieve any higher objectives.

One effective way to cut the problem down to size is to divide it into more manageable parts and then tackle these tasks one at a time.

6.3.5. Avoid Unnecessary Wasting of Time

The best way to determine how much time is wasted on unimportant phone calls and literature is to keep a time log for a week. Like many others, the students may be surprised at how much time they can save by being more disciplined in this respect. It is suggested that the students may note down such literature and mark any relevant items for their attention. For time saving, the students shall have a plan to avoid pre-screen telephone calls.

6.3.6. List Time-Bound Activities

Normally the students do not list their academic and other personal and social programmes for time bound action. Time budgeting is quite essential to make the best use of the time for every productive and meaningful purpose. Weekly or fortnightly or monthly plan of time is warranted to attend to all types of activities and responsibilities in a result oriented manner. Speedy and sure success depends upon the interest and commitment of any one determined to do any task taking extra effort and spending extra energy.
6.3.7. Time Allocation

Many students find that some assignments take a long time, but they’re very important to understand and finish for success on the midterm. The students may have a big project that takes a long time to do. Hence such items may be taken as high priority items and put it at the top of their list for systematic action.

It is suggested that, the students shall try and start the assignment as early as possible so that they can allow themselves to take breaks and work on other assignments that take up less time. Once they have figured out their priorities they can move on to decide how to get those important tasks done.

6.3.8. Flexible Time

Rigidity in time management may not be desirable under all circumstances. Therefore a little bit of flexibility in time management is advisable whenever and wherever required for success. Each one is the master of his/her own mind. That being so each student could be the best judge to decide what is the first and the best in terms of rigidity as well as flexibility in Time Management.
6.4. Conclusion

Human beings are found indulging in activities without the least restraint in a world haunted by speed and complexity. Faced with ever increasing demands on the limited time at his disposal, modern man lives a life of worry, anxiety and dissatisfaction and often looks towards management gurus for solutions. Time as a most valuable tool is a potential energiser, empowerer and builder of college students. Students often find themselves with little time for study and recreation for want of time management awareness and plan. Students who choose to plan their daily activities within well set time frame find any venture most rewarding.

One of the many steps to make time management effective is to develop a time strategy. The time strategy should be based on a short list of time priorities. This short list of time priorities forms the basis for a student's time planning for every week of the year. Good time management for a student requires three points. The first of the three points that a student should keep in his/her mind is that he/she shall not take time more than actually needed. The students should reasonably estimate the time required to perform each of the tasks at hand. If the students do not find out how long each task is going to take then they will be running behind time and will not be able to perform all the tasks that are required for that day. Finally the need to actually do what needs to be done. If the student is not ahead of schedule, then they are behind the schedule. Because,
if they try to remain right on schedule, then any mishap or misjudgement will cause to fall behind.

Through this study, the researcher aimed to gain deep understanding and insights into time-management and self-management. The fascinating interplay between time and self-management has the scope to elevate a student as a high achiever. The efficacy of self-management and self-development have long been pointed out and highlighted by Indian scriptures and great spiritual masters. Indian Vedanta provides an exhaustive science of effective living by focusing on these aspects in subtle manner. It helps us to understand ourselves and the world.

In this background, the researcher has aimed to study the pattern of time management of the students of selected engineering colleges in the Anna University Regional Centre, Tirunelveli. The researcher has also analysed the impact of time management on the productivity of the students in the context of their socio-economic background and scholastic attainment. The findings of the study will definitely be useful to all stakeholders of the engineering education system in the country. This study would pave the way for conducting similar studies in the field of general education.

The scope for future research includes

i. A comparative study on Time Management between professional course students and non-professional course students.
ii. A comparative study on Time Management of students of engineering colleges in one regional centre with another regional centre of Anna University in Tamil Nadu.

iii. A study on impact of time management and the performance of the Students at the state level.

The researcher has designed and developed a time management model called PPC Model for high achievement and the practise of which would transform a slow learner into a fast learner and a low achiever into a high achiever. Those students who had time sense and achievement motivation preferred to follow 6 hours sleep pattern and 15 hours planned work pattern a day. Lack of time sense and motivation has resulted in other cases to work under pressure than under time-bound plan. Hence proper time management training is needed for students in the engineering colleges to enhance their health, wealth and happiness. The time management sense and skill developed in the colleges certainly would turnout as an invaluable asset to any organization engaging them in any type of service.

Figure 6.1 exhibits the PPC Model for Time Management for High Achievement.
Figure 6.1

PPC Model for Time Management for High Achievement

- Get ready for work - 4am to 4.15am
- Meditation and prayer - 4.15am to 4.30am
- Subject oriented serious reading and writing - 4.30am to 6.30am
- Physical Exercise - 6.30am to 7am
- Bathing - 7am to 7.15am
- Breakfast - 7.15am to 7.30am
- Study - 7.30am to 8.30am
- Travel time to college - 8.30am to 9.30am
- Visit to College Library - Notice board etc. - 9.30am to 10am
- College Time - 10am to 5pm
- Forenoon session class hours - 10am to 1pm
- Lunch Break - 1pm to 2pm
- Afternoon session class hours - 2pm to 5pm
- Travel back to home - 5pm to 6pm
- Refreshment and Entertainment - 6pm to 7pm
- Reading and writing - 7pm to 8.30pm
- Dinner - 8.30pm to 8.45pm
- Watching Television - 8.45pm to 9pm
- Reading and writing - 9pm to 10pm
- Sleeping time - 10pm to 4am