



Effect of Time Management on Academic Adjustment of Deviant In-School Adolescents

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ABSTRACT

The study was designed to determine the effect of time management on academic adjustment of deviant in-school adolescents. The study was accomplished through a quasi-experimental, non equivalent control group, pretest-posttest design. Sampling was not done as all 112 (72 males and 40 females) deviant in-school adolescents in eight secondary schools that have a comprehensive record of punishment book in eastern senatorial zone of Kogi State were used for the study. The instrument used was Academic Adjustment Rating Scale (AARS) and Time Management Training Programme (TMTP) was used for intervention strategy. Data was analyzed using means and analysis of covariance (ANCOVA). The findings showed that intervention using time management training technique significantly enhanced the academic adjustment of deviant in-school adolescents. Gender was not a significant factor in the academic adjustment of deviant in-school adolescents. The interaction effect of gender and time management training on academic adjustment of deviant in-school adolescents was not significant. It was recommended among others that deviant in-school adolescents should be exposed to time management training to enable them cope with their academic adjustment problem.

Keywords :

INTRODUCTION

Every individual, great or small, old or young, is confronted with the problem of adjustment. The problem of adjustment has been in existence on earth since the appearance of the human race. The process of adjustment starts right from the birth of the child and continues till his death. An adjusted and normal child is one who attacks problems directly, accepts and tolerates normal amount of frustration, acts rationally, makes sincere efforts to reach his goal, enjoy company of others, is cheerful and energetic and possesses an optimistic view of life and things around him (Aggarwal, 2007).

The term academic adjustment has been operationally defined as a dynamic process in which a child attempts to adapt to the demands of school environment. It is the degree to which a child becomes interested, engaged, comfortable and successful in his/her school activities. Principals of secondary school in eastern senatorial zone of Kogi State attributed poor academic adjustment to deviant behaviours which are common among in-school adolescents. They complained about the prevalent rate of deviant behaviours such as coming to school late, leaving the school before the closing time, truancy, and absenteeism among in-school adolescents in the areas. They waste their time in doing irrelevant activities which are detrimental to their academic success in the school (Personal communication, October, 2011).

Coon and Mitterer (2009) define deviant in-school adolescents as those adolescents who frequently display disruptive behaviours that make them to serve punishment during the time for academic activities which could hinder their academic performance. They act as if they have no conscience – they make noise, come to school late, play truant, roam about during academic work and show no remorse for their actions if

caught. That is they display inappropriate behaviors which interfere with their time management or which prohibit the ability of other students to learn and staff member to teach or carry out their duties. These deviant behaviours are link with poor time management (Nairne, 2009). For example, students who always exhibit absenteeism, truancy, and lateness, mismanage crucial time they supposed to use in doing the academic activities in the school. And such students always have adjustment problem in performing academic activities as they do not always attend the lessons. Likewise, those students who frequently engage in aggressive behaviours such as fighting and bullying often use their precious time in serving punishment instead of doing academic work in the class.

Effective time management, according to Crawford (1999) reduces poor academic performance and other psychological consequences among deviant in-school adolescents. As many irrelevant activities like watching pornography, playing ludo, attending night party, engaging in unnecessary argument, spending much time on surfing the internet and talking on phone preoccupied the mind of deviant in-school adolescents, it would be always difficult for them to plan, organize and control time for their academic activities in the school. Anyakoha and Eluwa (1991) define time management as the process of planning, organizing, implementing and evaluating the use of time in order to accomplish or perform certain tasks. Time is one of the fastest things that is known to man; it does not stop nor pause; it is always moving away and once it is past no one can go back and claim it (Etoh, 2009).

A study conducted by Nwachukwu (2007) indicated a significant difference between males and females in their academic adjustment and suggested that varieties of intervention strategies which equip individuals with skills should be used to

improve various psychological problems among students. Study conducted by Eke (2006) revealed that time management training is an effective strategy for improving academic adjustment among visually impaired pupils. The acquisition of time management skills helps individuals to develop high interest and positive attitude toward academic activities in the school. Principles of time management training is that the students are required to identify those activities that are more important and those that are less important and put more concentration on those activities that are more important to their success. This study sought to determine the effectiveness of time management training on academic adjustment of deviant in-school adolescents.

Statement of the Problem

The experiences of deviant in-school adolescents in particular are most excruciating as they often display disruptive behaviors that are detrimental to their academic adjustment. Obviously, some studies indicated in the background of this study that time management training is effective in improving academic adjustment among students. However, intervention using time management training has not been specifically applied to deviant in-school adolescents who are experiencing poor academic adjustment. In view of this gap of knowledge, the problem of this study put in the question form is: to what extent would time management affect academic adjustment of deviant in-school adolescents?

Research Questions

The following research questions were posed for the study.

1. What is the difference in the mean academic adjustment scores of deviant in-school adolescents exposed to time management training and those not exposed?
2. What is the gender difference in the mean academic adjustment score of deviant in-school adolescents?
3. What is the interaction effect of gender and time management training on academic adjustment of deviant in-school adolescents?

Hypotheses

Five null hypotheses were formulated and tested at 0.05 levels of significance.

HO₁: There is no significant difference in the mean academic adjustments scores of deviant in-school adolescents exposed to time management training and those not exposed as measured by Academic Adjustment Rating Scale (AARS).

HO₂: Gender is not a significant factor in the mean academic adjustment score of deviant in-school adolescents as measured by AARS.

HO₃: There is no significant interaction effect of gender and time management training on the mean academic adjustment score of deviant in-school adolescents as measured by AARS.

Methodology

The study was executed using a quasi experimental, non equivalent control group, pretest – posttest design. The population of the study was all the eight public secondary schools in eastern senatorial zone of Kogi State that kept comprehensive record of deviant in-school adolescents. Sampling was not done as all 112 deviant in-school adolescents were used for the study. The instrument used for the study was Academic Adjustment Rating Scale (AARS) developed by the researchers. The instrument was face validated by three specialists in educational psychology from Faculty of Education, University of Nigeria, Nsukka. The total of 40 items was generated for this study and the same instrument was used for both pretest and posttest but the items were reshuffled for the posttest. Thus for a positively cued statement, the options were weighted or scored as Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1) while for a negatively cued item, the weighting/scoring is reversed. The internal consistency estimate obtained for AARS using Cronbach al-

pha was 0.71. Data were analyzed using Means and Analysis of Covariance (ANCOVA).

Treatment Procedure

The intervention strategy was Time Management Training Programme (TMT) developed by the researchers. Two research assistants that were properly instructed on the use of the intervention strategy implemented the programme. Before the commencement of training, the research assistants introduced themselves as guidance counselors posted newly to the school and tried to familiarize themselves with the students. The pretest was administered to both treatment and control groups in their various schools counseling room. After the pretest, the treatment group was exposed to time management training which lasted for six weeks. Then, both the treatment and control groups were post tested on the same instrument (AARS) with items re-arranged.

RESULTS

Table 1: Mean Academic Adjustment Scores of deviant in-school adolescents exposed to treatment and those not exposed

GROUPS	PRETEST			POSTTEST		
	N	X	SD	N	X	SD
TREATMENTS	55	85.44	11.78	55	141.98	11.58
CONTROL	57	86.25	11.25	57	87.98	10.97

The results in Table 1 indicate that the treatment group had a pretest mean score of 85.44 with standard deviation of 11.78 and posttest mean score of 141.98 with standard deviation of 11.58. On the other hand, the control group had pretest mean score of 86.25 with standard deviation of 11.25 and posttest mean score of 87.98 with standard deviation of 10.97. This implies that deviant in-school adolescents exposed to time management training had better academic adjustment than those in control group.

Table 2: Mean Academic Adjustment Scores of Male and Female deviant in-school adolescents

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Pretest	Male	72	86.39	11.625	1.370
	Female	40	84.88	11.280	1.784
Post-test	Male	72	119.31	29.144	3.435
	Female	40	120.25	29.191	4.616

It can be observed from Table 2 that the male deviant in-school adolescents had a mean score of 86.39 while female had 84.88 in the pretest. Also, males had mean score of 119.31 while females had 120.25 in the post-test. These results imply that gender difference in mean academic adjustment scores of deviant in-school adolescents is 1.51 for pretest and 0.94 for post-test.

Table 3: Posttest Mean Academic Adjustment Score and Standard Deviation by gender and treatment

Group	Gender	N	Mean	Std. Deviation
Treatment	Male	31	142.06	12.32
	Female	24	141.88	10.80
Control	Male	41	88.05	10.31
	Female	16	87.89	12.89

It can be observed from the table 3 that the males in the treatment group had mean score of 142.06 as against the mean score of 88.05 recorded by their male counterparts in the control group with the difference mean score of 54.01. Also, the females in treatment group had a mean score of 141.88 as against the mean score of 87.89 recorded by their female counterparts in the control group with difference mean score of 53.99. These results reveal that the difference in the mean academic adjustment score of male deviant in-school adolescents and their female counterparts in the treatment group are 0.18

Table 4: Summary of Analysis of Covariance (ANCOVA) on posttest Academic Adjustment score of deviant in-school adolescents.

Source Type III Sum DF Mean Square F Sig. of F Decision of Squares

Source	Type III Sum	DF	Mean Square	F	Sig. of F	Decision of Squares
Corrected Model	91180.350	45	2026.230	30.286		
Intercept	995439.774	1	995439.774	1.488E4		
Pretest	8008.669	27	296.617	4.433		
Treatment	569994.921	1	56994.921	851.894	.000	S
Gender	48.046	1	48.046	.471	.491	NS
Treatment * gender	.486	1	.486	.004	.953	NS
Error	4415.650	66	66.904			
Total	1563944.000	112				
Corrected total	95596.000	111				

QR Squared = .954 (Adjusted R squared = 922)

Results shown in Table 4 indicate that treatment as main factor has significant effect on deviant in-school adolescents' academic adjustment. This is because the F-value of 851.894 in respect of treatment is shown to be significant at .000 levels and also significant at 0.05 levels. As a consequence, the null hypothesis of no significant effect of time management training on mean academic adjustment scores is rejected.

The results in Table 4 also reveal that gender is not a significant factor in the mean academic adjustment score of deviant in-school adolescents as measured by AARS. This is because the F value of 0.471 is shown to be significant at 0.491 levels but not significant at 0.05 levels. Therefore, the null hypothesis of no significant effect is upheld.

The results in table 4 show that the interaction effect of gender and time management training on academic adjustment of deviant in-school adolescents is not significant. This is because the F-value of .004 in respect of interaction between gender and time management training is shown to be significant at 0.953 levels but not significant at 0.05 levels. Therefore, the null hypothesis of no significant interaction effect is accepted.

Discussion of Results

The result of this study reveals that the use of time management training intervention on deviant in-school adolescents had significant effect on their academic adjustment. This is because the difference in the mean academic adjustment scores of deviant in-school adolescents exposed to time management training and those not exposed was significant. Thus, the group that was exposed to time management training had a better academic adjustment than those in control

group. The results of this study agreed with the findings of Crawford (1999) and Eke (2006) that effective time management enhance the academic adjustment of students.

The result of data analysis indicates that there was no significant difference in the mean academic adjustment scores of male and female deviant in-school adolescents used in the study. This suggests that gender is not a significant factor in the academic adjustment of deviant in-school adolescents. The males and females used in the study benefited the same from the intervention using time management training strategy. In other words, the effect of time management training intervention was consistent across the two groups. The result did not agree with the findings of Nwachukwu (2007), who established a significant difference in school adjustment of male and female adolescents exposed to intervention programme. The lack of significant difference in the mean academic adjustment score of male and female deviant in-school adolescents arises probably from the fact that time management training technique is not gender biased. Rather with the effective application of the technique, good results can be achieved by both the males and females.

Conclusions

It was revealed in this study that the deviant in-school adolescents exposed to time management training manifested significantly better academic adjustment than those in the control group, indicating the effectiveness of time management training in enhancing academic adjustment of deviant in-school adolescents. In addition, there was no different in the academic adjustment of males and females; and time management technique employed was gender sensitive because both males and females benefitted equally.

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