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THE FINDINGS OF TIME MANAGEMENT IN LEARNING IN STUDENTS ACCORDING TO SCHOOL DISCIPLINE

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Time management is a fundamental factor in optimizing the educational process, significantly impacting students' academic performance and personal development. The efficiency of time utilization varies considerably depending on the subject studied, with practical disciplines requiring rigorous time organization, while theoretical subjects allow for greater flexibility in the approach to learning activities. The challenges faced by students in managing their time affect their ability to complete tasks optimally. Therefore, the implementation of quantitative and qualitative indicators for assessing time management becomes essential in optimizing the school curriculum, facilitating the development of effective strategies that support students in adopting healthy study practices and achieving high academic performance.

Keywords: *time management, school curriculum, curricular area, quantitative and qualitative indicators, time management methodology.*

CONSTATĂRILE MANAGEMENTULUI TIMPULUI ÎN ÎNVĂȚARE LA ELEVI ÎN FUNCȚIE DE DISCIPLINA ȘCOLARĂ

Managementul timpului este un factor fundamental în optimizarea procesului educațional, având un impact semnificativ asupra performanțelor academice și dezvoltării personale a elevilor. Eficiența utilizării timpului variază considerabil în funcție de disciplina studiată, disciplinele practice necesitând o organizare riguroasă a timpului, în timp ce disciplinele teoretice permit o flexibilitate mai mare în abordarea activităților de învățare. Provocările întâmpinate de elevi în gestionarea timpului, afectează capacitatea acestora de a-și finaliza sarcinile într-un mod optim. Prin urmare, implementarea unor indicatori cantitativi și calitativi pentru evaluarea managementului timpului devine esențială în optimizarea curriculumului școlar, facilitând dezvoltarea unor strategii eficiente care să susțină elevii în adoptarea unor practici de studiu sănătoase și în obținerea unor performanțe academice înalte.

Cuvinte-cheie: *managementul timpului, curriculumul școlar, arie curriculară, indicatori cantitativi și calitativi, metodologia managementului timpului.*

Introduction

In the educational process, time management proves to be an essential element for optimizing students' learning. The efficiency of time utilization varies significantly depending on the school subject, highlighting multiple aspects related to the organization of activities, prioritization of tasks, and resource management.

A fundamental aspect observed in recent studies is that disciplines requiring a practical approach, such as experimental sciences, impose a rigorous structuring of time on students to maximize their understanding of concepts. In these cases, the time dedicated to experiments and direct observations is crucial for information assimilation.

In contrast, theoretical subjects, such as history or literature, may benefit from a more flexible approach to time management. Students can allocate more time resources for extensive readings or for debates on complex themes. However, the risk of procrastination becomes more acute in these cases, necessitating specific time management strategies, such as setting self-imposed deadlines.

Another important aspect is the differentiation in learning styles. Students who prefer visualizing information, for example, may require more time to create diagrams or charts, while those who retain information better through auditory means may benefit from audio resources. These preferences affect how each discipline can be studied and, implicitly, time management.

Furthermore, findings suggest that the involvement of parents and teachers in the time management process significantly helps students organize their studies. Effective collaboration between family and school can create a conducive environment for establishing efficient learning routines.

Time management occupies a central place in students' educational journeys and has a significant impact on academic performance as well as personal development. Efficient time management enables students to regulate their activities, prioritize tasks, and maintain a balance between study and relaxation. In a context where distractions are increasingly frequent and accessible, the ability to plan and use time optimally becomes essential.

The importance of time management extends beyond the academic dimension, having essential repercussions on personal development. These skills are fundamental for cultivating discipline, responsibility, and decision-making abilities.

Additionally, optimal time management contributes to reducing stress levels, thereby supporting the mental and emotional well-being of young people. In conclusion, students who enhance their time management skills become not only better-prepared learners but also individuals capable of facing life's challenges with serenity and confidence.

Challenges faced by students from the perspective of time management in homework preparation

Time management is essential during the preparation of homework. However, students face a series of significant challenges that can affect the efficiency of the learning process and, consequently, academic performance.

One of the main challenges is managing multitasking, as students often have to juggle multiple subjects, each with its own requirements and deadlines. This can lead to difficulties in maintaining adequate focus on study tasks.

In addition, students are confronted with external distractions such as social media, video games, and various extracurricular activities. These distractions can interfere with the normal flow of study, making it harder for them to use their time effectively, contributing to the perception of insufficient time to complete all tasks.

Another problematic aspect is inefficient time planning. Many students fail to allocate their time appropriately among various subjects or to prioritize assignments that require more attention. This inability to organize tasks effectively leads to stagnation in progress and limits learning capacity [3].

Time management in the learning process is essential for the effective conduct of educational activities, directly influencing academic performance and personal development. This practice varies depending on curricular areas, each having specific requirements and methods of approaching time. In this regard, a series of suggestions from the perspective of time management in the learning process for students based on curricular area are recommended:

- for subjects requiring theoretical study, which integrate into *the Language and Communication curricular area*, students must manage their time to read, analyze, and retain information. It is important for them to structure their study schedule to allocate sufficient time for reading and reviewing materials, as well as for deepening concepts through discussions and reflections.

- in the case of *Mathematics and Science*, time management becomes crucial for problem-solving. Students need to practice regularly, solve exercises, and organize their time between theory and application. It is beneficial to establish a study schedule that includes practice sessions with breaks to avoid fatigue and maintain motivation.

- additionally, for experimental science subjects, time management allows for the efficient organization of experiments and laboratory projects. Students need to plan each stage, from preparing materials to analyzing results, to maximize learning effects.

- in the curricular *areas of Arts, Technologies, and Sports*, time management helps students divide their time between study, practice, and creativity. Establishing a schedule for rehearsals or project work sessions contributes to skill development and the cultivation of creativity.

Thus, time management based on curricular areas is an essential skill for students, helping them not only

in the learning process but also in developing healthy habits for the future. This will be useful throughout their education and in their personal and professional lives, contributing to a balanced management of time in various contexts [2].

Time management proves to be an essential condition for ensuring the quality of learning, requiring a rational use of time, both institutional and optional, as noted in the institution's curriculum plan. Time is a fundamental resource in education. The socio-educational transformations in Moldova, the implementation of the curriculum in the context of an era characterized by change and the accelerated pace of information and communication technologies in the processes of knowledge, teaching, learning, and assessment, as well as the current dynamics of life, contribute to a new interpretation of time and, implicitly, of time management. Its efficiency directly influences personal self-realization and the institution's performance in the educational field.

In this context, time management plays a significant role in curricular management through the following aspects:

- Identifying solutions for rationalizing the management of learning time within learning activities.
- Ensuring the compatibility of the duration of the academic calendar.
- Optimizing the management of learning time, leisure, and rest.
- Structuring optional learning time.
- Factors that determine the dimensions of optional time.
- Reasons justifying the necessity of optional time within the entirety of the learning process [1, p. 61].

Time management in education represents an essential dimension that influences not only the quality of the learning process but also the efficiency of implementing the school curriculum. In this context, quantitative and qualitative indicators become fundamental tools for evaluating and monitoring how time is utilized within the school curriculum.

These indicators can reflect not only the temporal resources allocated to each subject but also how they are distributed in relation to educational objectives. Analyzing these indicators allows for identifying potential dysfunctions and improvement opportunities, contributing to more effective management of time allocated for learning. From this perspective, addressing quantitative and qualitative indicators becomes crucial in optimizing the school curriculum, facilitating a conducive environment for achieving superior academic performance and harmonious personal development for students.

These indicators can reflect not only the time resources allocated to each subject but also how these resources are distributed in relation to educational objectives. For example, a quantitative indicator such as the number of hours dedicated to a subject can highlight whether students receive enough time to deepen their understanding of essential concepts. On the other hand, qualitative indicators can provide insights into students' perceptions regarding the relevance and effectiveness of those hours, which can influence their motivation and engagement in the learning process.

Analyzing these indicators allows for the identification of potential dysfunctions and opportunities for improvement. For instance, if a significant number of students are not completing homework on time, this may indicate an issue with the distribution of time allocated or the complexity of the tasks. Identifying these aspects is crucial for interventions that support both teachers and students in the educational process.

By contributing to more efficient management of the time allocated for learning, analyzing these indicators can lead to adjustments in the curriculum, such as redistributing hours or modifying content to better meet students' needs. From this perspective, the approach of using quantitative and qualitative indicators becomes essential in optimizing the school curriculum. This not only facilitates an environment conducive to achieving higher academic performance but also contributes to the harmonious personal development of students, helping them develop the skills necessary to face future challenges.

Thus, integrating these indicators into the evaluation and adjustment process of the school curriculum is essential for creating a balanced and effective educational experience.

Table 1. Quantitative and qualitative indicators for monitoring the school curriculum from the perspective of time management.

Quantitative indicators	
<i>Indicators:</i>	<i>Descriptors:</i>
1. Time allocated for educational activities	1.1. Number of hours dedicated to each subject. 1.2. Percentage of actual time used for study compared to total available time.
2. Number of assignments and tasks	2.1. Average number of assignments received per week. 2.2. Proportion of assignments completed on time versus those that are late.
3. Utilization of educational resources	3.1. Average time spent accessing teaching materials and online resources.
4. Periodic assessments	4.1. Number of assessments and tests administered over a given period. 4.2. Percentage of students who meet evaluation standards in relation to the time allocated for preparation.
5. Participation in extracurricular activities	5.1. Number of scheduled extracurricular activities and student participation in them.
Qualitative indicators	
1. Students' perception of time management	1.1. Students' feedback on the effectiveness of time management within the curriculum. 1.2. Assessment of stress levels and satisfaction related to the study schedule.
2. Consistency of planning	2.1. The quality and clarity of educational plans, including time allocations for various activities.
3. Students' organizational skills	3.1. The level of usage of time management tools (planners, digital applications). 3.2. Assessment of the prioritization strategies adopted by students.
4. Balance between study and leisure time	4.1. The quality of relaxation activities and leisure time used by students to maintain a healthy balance.
5. Efficiency of the learning process	4.2. The quality of educational content and how it is adapted to meet students' needs in time management.

The methodology for applying quantitative and qualitative indicators to monitor the school curriculum from the perspective of time management consists of several essential stages, each playing a fundamental role in evaluating and optimizing the educational process.

1. *Developing a questionnaire:* creating a questionnaire aimed at measuring time management within the context of the school curriculum, based on qualitative and quantitative indicators, is crucial for obtaining a comprehensive assessment of the educational process's efficiency.

2. *Data collection:* this stage is essential and involves using various tools, such as questionnaires, direct observations of the teaching process, and periodic assessments of academic performance. A systematic approach to data collection ensures a solid foundation for subsequent analysis.

3. *Statistical analysis:* quantitative indicators will undergo statistical analysis to identify relevant trends and correlations. Qualitative indicators will be analyzed using coding methods, allowing for a deeper understanding of the curriculum's effectiveness and time management.

4. *Evaluation of curriculum efficiency:* based on the analysis results, an evaluation of the curriculum's effectiveness and time management strategies will be conducted, identifying areas needing improvement.

For instance, if certain subjects require more time for mastery, adjustments can be made to the school schedule.

5. *Implementation of proposed changes*: the next stage involves implementing proposed changes, which may include adjusting the timetable, revising teaching materials, or adopting new pedagogical methods that optimize time usage.

The methodology for applying quantitative and qualitative indicators to monitor the school curriculum from the perspective of time management envisions a continuous monitoring system, allowing for periodic evaluations of curriculum efficiency and time management, benefiting from constant feedback from teachers, students, and parents.

By implementing this methodology, educational institutions can effectively monitor the school curriculum, thereby optimizing the educational process and time usage. This approach will not only support students' academic performance but also contribute to the development of essential time management skills for their long-term success.

Conclusions

In conclusion, time management in students' learning is influenced by the nature of school subjects, the individual needs of students, and collaboration with educational stakeholders. A personalized approach and awareness of the specificities of each subject can lead to increased efficiency in the educational process.

The challenges that students face in time management, especially in the context of preparing homework, are varied and complex. A conscious approach, along with appropriate organizational strategies, can transform these difficulties into opportunities for learning and personal development.

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