



# Gaps in Time Management Skills of the Students of Sri Karan Narendra Agriculture University, Jobner

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## ABSTRACT

Soft skills refer to personality traits, social graces, facility with language, personal habits, friendliness, and optimism that mark people to varying degrees. The study was conducted to find out gaps in soft skills among the students. This paper assessed the time management skill among the final year college students in four constituent colleges of Sri Karan Narendra Agriculture University, Jobner. A total of 88 (59 boys and 29 girls) final year students from SKNAU, Jobner were selected by using 50 per cent sampling randomly. The data were collected through personal interview schedule. The study revealed that majority of the students have medium gap in time management skill (65.91 %), followed by low gap (18.18 %) and high gap (15.91 %). Native place, father's education, family occupation, annual income and medium of instruction found non-significant, whereas mother's education, academic performance, involvement in extracurricular activities, library exposure, computer exposure and internet exposure found significant with gaps in time management skills.

**Key Words:** College, Soft skills, Students, Time management, Skill gap,

## INTRODUCTION

Human resource development is the process of enabling people to make things happen. Most important element in any organization is its human capital. Any organization is made of people and its success depends mainly on the capabilities of the human resources and on the kind of collaboration they are able to establish.

Communication skills, time management, decision making, optimism, problem solving, self-awareness is some of the vital competencies that employees of a progressive organization need to possess, all these constitute to represent 'soft skills'. The modern agricultural sector demands that technical vocational colleges or institutes produce highly skilled personnel who can manage a variety of farms and production units, run processing enterprises, service market chains, manage and repair farm and processing machinery etc. Higher

soft skills play a very vital role in this dynamic Agriculture growth. If one has got advanced soft skills then definitely, he will be able to establish themselves as distinct amongst other job seekers. Soft skills comprise of many skills, among these skills, time management plays a very important role.

Time management is self-management with an explicit focus on time in deciding what to do; how much time to allocate to activities; on how activities can be done more efficiently and deciding right time for particular activities. In people's private and professional life, time management is an application process of people's own events to management functions such as planning, organizing and controlling in order to achieve their goals effectively and efficiently. The aim of time management is to increase the quality of the activities being carried out within a limited time.

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## MATERIALS AND METHODS

The investigation was conducted in constituent colleges of Sri Karan Narendra Agriculture University, Jobner namely SKN Colleg of Agriculture (CoA) Jobner, College of Agriculture Lalsot, College of Agriculture Bharatpur and College of Agriculture, Fatehpur. From each constituent college, students studying in B.Sc. (Ag.) final year were selected. The total number of undergraduate students was 171 (114 boys and 57 girls). Out of these 171 students, 50 per cent students i.e., 59 boys and 29 girls were selected randomly. Then the total sample was comprised of 88 students. The data were collected through structured interview schedule. The data were statistically analyzed using suitable statistical tools such as mean, standard deviation, mean percent score, percentage and correlation coefficient. To find out gaps in time management skills, scale developed by the Britton and Tesser were used with some modification. The gap in was calculated with the following formula:

Gap in Soft Skills =	(Maximum Score - Score obtained)	x 100
	Maximum Score	

The correlation coefficient ('r' value) was used to measure the relationship between dependent and independent variables. The correlation coefficient between variables was calculated by using the following formula-

$$r = \frac{\sum (XY) - \frac{\sum X \sum Y}{n}}{\sqrt{\left[ \sum X^2 - \frac{(\sum X)^2}{n} \right] \left[ \sum Y^2 - \frac{(\sum Y)^2}{n} \right]}}$$

Where  $r$  = Correlation Coefficient,  $X$  = Independent variable,  $Y$  = Dependent variable and

$n$  = Total number of respondents

### Hypothesis:

$H_0$ : There is no relationship between personal

characteristics of the students of SKNAU, Jobner and gaps in their time management skill.

$H_1$ : There is relationship between personal characteristics of the students of SKNAU, Jobner and gaps in their time management skill.

## RESULTS AND DISCUSSION

### Distribution of students according to their gaps in time management skills

The data (Table1) indicated that 21.13, 6.67, 20.00 and 16.66 per cent students were with low gaps in time management skills in SKN CoA, Jobner, CoA Lalsot, CoA, Bharatpur and CoA, Fatehpur, followed by 69.58, 66.67, 53.33 and 66.67 per cent of the students with medium gaps and 08.69, 26.67, 26.67 and 16.67 per cent of the students with high gaps in time management skills, respectively.

The overall gaps in time management skills indicated that majority of the students (65.91%) of constituent colleges of SKNAU, Jobner were with medium gaps in time management skills, followed by low gaps in time management skills (18.18 %) and high gaps in time management skills (15.91 %).

### Relationship between some selected personal characteristics and gaps in the time management skills

The data ( Table 2) indicate that native place, father's education, family occupation, annual income and medium of instruction were found non-significant with gaps in time management skills, so in this case, the null hypothesis ( $H_0$ ) was accepted and rejected the alternative hypothesis ( $H_1$ ). Whereas, mother's education, academic performance and computer exposure found significant at 0.05 level of significance and involvement in extracurricular activities, library exposure and internet exposure found significant at 0.01 level of significance with the gaps in time management skills. Understanding the above fact, the alternative hypothesis ( $H_1$ ) was accepted and rejected the null hypothesis ( $H_0$ ).

## Gaps in Time Management Skills of the Students

**Table 1. Distribution of students according to their gaps in time management skills n=88**

Sr. No.	Time Mnagement Group	SKNCoA, Jobner n <sub>1</sub> =46	CoA, Lalsot n <sub>2</sub> =15	CoA, Bharatpur n <sub>3</sub> =15	CoA, Fatehpur n <sub>4</sub> =12	Overall n = 88
1	Low (up to 22.45)	10 (21.73)	01 (06.66)	03 (20.00)	02 (16.66)	16 (18.18)
2	Medium (from 22.45 to 37.54)	32 (69.58)	10 (66.67)	08 (53.33)	08 (66.67)	58 (65.91)
3	High (above 37.54)	04 (08.69)	04 (26.67)	04 (26.67)	02 (16.67)	14 (15.91)

Mean=30, SD=7.55

**Table 2. Relationship between some selected personal characteristics and gaps in the time management skills. (n = 88)**

Sr. No.	Independent variable	Correlation Coefficient (r)
A.	Personal variables	
1.	Native of the students	0.048 NS
2.	Father's education	0.097 NS
3.	Mother's Education	0.221*
4.	Family occupation	0.155 NS
5.	Annual income	0.066 NS
B.	Achievement and exposure variables	
6.	Academic Performance	0.195*
7.	Medium of instruction at school level	0.088 NS
8.	Involvement in extracurricular activities	0.278**
9.	Library exposure	0.383**
10.	Computer exposure	0.180*
11.	Internet exposure	0.298**

\* Significant at 0.05 level of probability

NS=Non-significant

\*\* Significant at 0.01 level of probability

### Statement wise distribution of respondents according to their time management skills

The data (Table 3) revealed that "If I have several things to do, I think it is best to do a little bit of work on each one" (81.52 MPS) was the most important statement and "I write a set of goals for myself each day" and "I continue to carry out unprofitable routines or activities" (64.13 MPS) was

the least important statement given by the students of SKNCoA, Jobner, while in case of CoA, Lalsot "I have a set of goals for the entire term"(78.33 MPS) was the most important statement and "I plan my day before I start it" (56.66 MPS) was the least important statement given by the students whereas in case of CoA, Bharatpur "I feel I am in charge of my own time, by and large" (80.00 MPS) was the

**Table 3. Statement wise distribution of respondents according to their time management skills according to the mean percent score. (n=88)**

Sr. No.	Statement	SKNCoA, Jobner n <sub>1</sub> =46		CoA, Lalsot n <sub>2</sub> =15		CoA, Bharatpur n <sub>3</sub> =15		CoA, Fatehpur n <sub>4</sub> =12		Over all n=88	
		MPS	Rank	MPS	Rank	MPS	Rank	MPS	Rank	MPS	Rank
<b>A. Short Range Planning</b>											
1	I plan time to relax and be with friends in my weekly schedule	78.26	III	68.33	V	74.00	III	68.75	V	74.72	III
2	I feel I use my time effectively	74.45	IV	74.00	III	64.00	VII	81.25	II	73.86	IV
3	I make a list of the things I have to do each day	70.10	VII	66.66	VI	78.33	II	72.91	III	71.30	VI
4	I set and keep priorities	72.82	VI	64.00	VII	64.00	VII	64.58	VII	69.03	VIII
5	I plan my day before I start it	68.47	VIII	56.66	IX	70.00	V	70.83	IV	67.04	IX
6	I write a set of goals for myself each day	64.13	XI	66.66	VI	66.66	VI	68.75	V	64.62	XI
7	I have a clear idea of what I want to accomplish during the next week	67.39	IX	66.66	VI	63.33	VIII	58.33	IX	64.34	XII
<b>B. Time Attitude</b>											
8	I feel I am in charge of my own time, by and large	73.91	V	63.33	VIII	80.00	I	66.66	VI	72.16	V
9	I make constructive use of my time	72.82	VI	64.00	VII	73.33	IV	66.66	VI	70.74	VII
10	I believe that there is room for improvement in the way I can manage my time	73.91	V	63.33	VIII	58.33	X	70.83	IV	69.03	VIII
11	I continue to carry out unprofitable routines or activities	64.13	XI	71.66	IV	66.66	VI	70.83	IV	66.76	X
<b>C. Long Range Planning</b>											
12	I have a set of goals for the entire term	78.80	II	78.33	I	70.00	V	83.33	I	77.84	I
13	If I have several things to do, I think it is best to do a little bit of work on each one	81.52	I	76.66	II	61.66	IX	72.91	III	76.14	II
14	I am still working on a major assignment till night as it is due	67.39	IX	64.00	VII	70.00	V	64.58	VII	67.04	IX
15	I regularly review my lecture notes even when a test is not imminent	66.30	X	64.00	VII	64.00	VII	62.50	VIII	64.34	XII

most important statement and “I believe that there is room for improvement in the way I can manage my time” (58.33 MPS) was the least important statement given by the students and in CoA, Fatehpur, the students had given most importance to “I have a set of goals for the entire term” (83.33 MPS) statement and least importance to “I have a

clear idea of what I want to accomplish during the next week” (58.33 MPS).

The overall time management skills shows that “I have a set of goals for the entire term” (77.84 MPS) was the most important statement and “I regularly review my lecture notes, even when a test is not imminent” (64.34 MPS) was the least

## Gaps in Time Management Skills of the Students

important statement given by the students of SKNAU, Jobner among the different statements of time management skills.

The reason behind most important statement might be due to that the students were optimist about their future and career and wanted to succeed in future so they have a set of goals to achieve timely and the reason behind least important statement might be due to that students were very responsible about their exams and in final year they prepared various competitive exams.

The findings were in line with the findings of Igdem (2010), Mitchell *et al* (2010) and Koka and Raman (2015).

### CONCLUSION

Time management is important to people especially for the student, it help them to keep them on right direction. Study indicated that more than one fourth of the students possessed medium to low gaps in time management skills. Those students who have better time management skills were better in academic performance, it is because study shows exposure to library, internet and computer have also significant relationship with time management skill which helps in good academic performance.

Students should improve their time management skills by increasing the awareness of their attitudes, planning, thinking and behaviors regarding to how manage the time and how managing time can affect the success in future. Students should also aware of time wastage and should take responsibility for managing the time more efficiently.

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Received on 1/2/2022

Accepted on 20/3/2022



# Growth, Instability Index and Structural Change of Different Crops in Bagalkot and Vijayapura District

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## ABSTRACT

The present study was aimed to analyse the growth and instability in area, production and productivity of different crops in Bagalkot and Vijayapura districts and structural changes of agriculture and horticulture crops. The secondary data were collected and analysed using compound growth, instability analysis and Marcov chain. The result of showed that highest CAGR in case of area and production of Bengal gram in Bagalkot was 12.97 per cent and 12.09 per cent, respectively where as in Vijayapura highest growth rate in production was 18.78 per cent for Maize may be due to more suitable agroclimatic conditions. In case of Bagalkot district, onion could retain maximum area *i.e.*, 74 per cent but in Vijayapura district about 82.86 per cent of area was retained by sunflower. Soyabean had lost all its area to other crops may be due to non-availability of competitive price in the market.

**Key Words:** Area, Growth Rate, Instability index, Production, Productivity.

## INTRODUCTION

Agricultural growth is necessary not only for attaining high overall growth but also for accelerating the poverty reduction in a developing country like India. The disaggregated analysis of agricultural productivity would decipher these issues and will help in identifying and prioritizing the districts for agricultural development. In Karnataka State, the main crops grown are paddy, ragi, jowar, maize and pulses, besides oilseeds and number of cash crops *viz.*, cashews, coconut, arecanut, cardamom, chillies, cotton, sugarcane and tobacco ( Ramachandra *et al*, 2013). In Bijapur district agriculture forms the important source of livelihood for the most of the people. Agriculture sector of Karnataka has been characterized by intermittent phases of growth and stagnation. In view of this, the present study was aimed to analyse the growth and instability in area, production and productivity of different crops in Bagalkot and Vijayapura districts and structural changes.

## MATERIALS AND METHODS

Karnataka, one of the major crops growing states in the country was selected purposively for the study. Among which Bagalkot and Vijayapura were selected. This study was based on secondary data on area, production and productivity of the selected crops for a period of fifteen years *i.e.*, from 2004-2005 to 2018-19 which was collected from the Directorate of Horticulture, Bengaluru, Karnataka at Glance, Horticulture at Glance, Directorate of economics and statistics, GoK, Karnataka (Anonumous, 2004-05 to 2018-19) and various published issues. Based on the highest area under cultivation, three major crops in each category of cereals, pulses, oilseeds, commercial crops, fruits, vegetables, spices and plantation have been considered for the present study. These were analysed using the compound growth rate analysis and instability analysis.

For computing compound growth rate of area, production and productivity of selected crops in

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<sup>1</sup>Part of Ph. D. (ABM) Thesis, submitted by the author to the University of Agricultural Sciences, Dharwad – 580 005, Karnataka