

## Impact of Time Management on Personal Development of Master's Degree Students

**Gulua Ekaterine**

PhD in Economics, CEO of HPML, Professor of TSU

**Kharadze Natalia**

PhD in Economics, Manager of HPML, Professor of TSU,

### Abstract

In juvenile age time management has significant impact on the personal development abilities not only in current period, but throughout the life. Goal of the work is to establish the reasonability of Master's degree students' development and correctness of distribution of their time proceeding from scheduled goals on the basis of Master's degree students' time budget analysis. According to individual priorities the personal development depends on reasonably formed balance between physical, spiritual, vocational, social, mental, emotional development and in no circumstances on absolute disregard of one or another factor. At consequent life stages an even development of the individual has an impact on his (her) physical, mental health and working capacity. 523 Master's degree students of Georgian State University in the capital and regions were subjects of research. Study of 48% of time budget of active students of biggest Georgian university actually gives us detailed picture of state-of-the-art. To what extent do students perceive this stage of their personal development? Time management characteristics directly or indirectly show us, to what extent student are able to control their own development and balance the life. Do they comprehend short-term, long-term goals and plans, or not? How do they distribute their time at work, during study, when resting, doing sports, sleeping, when satisfying their cultural and spiritual requirements or accomplishing short-term or long-term plans? How much time do they lose senselessly during a day, what is their nutrition regime and sleeping schedule? Conclusions and future forecasts obtained on the basis of research contain important and relevant information and recommendations not only for individuals of specific groups, but also in general, on functioning of systems regulating various spheres, especially education and labor.

**Keywords:** Management, Time Management, Personal Development, Human Potential Management

### Introduction

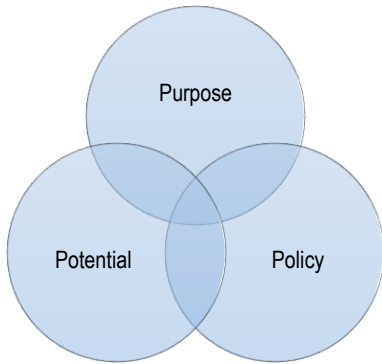
Success, a person's happiness is directly related to the fulfillment of his/her objectives and the level of satisfaction that can be connected directly to the Maslow's Hierarchy of Needs from Physiological to Transcendence, Alderfer's Hierarchy of Motivational Needs or McClelland's Theory. (Robbins, Stephen; Coulter, Mary, 2012)

**Satisfaction of the needs, except the external (unmanageable) factors is directly related to the level of spiritual, emotional, mental, physical and social development and is expressed in correct combination skill of three variables: purpose, potential, policy (Figure1) (Gulua, Ekaterine, 2016).**

**The purpose implies setting goals correctly which leads to the fulfillment of dreams;**

**Potential is the exact analysis of real possibilities.**

**Policy involves strategy, methodical and tactical ways through which we will broaden the possibilities, achieve goals and maintain achievements.**



**Figure1. Determinants of Success**

All three above mentioned determinants are characterized by a specific time frame, beyond which they simply lose sense. The ability to make timely execution of the right actions is an important condition for a person's success and shows his/her level of development, in general a person's potential.

It is important for a person to make his/her own life as a cycle of continuous improvement: diagnose, prioritize, set objectives, action, evaluate (Adair & Allen, 1999) **pg.79**), to cope with changing challenges and retain the level of achieved success.

Time management level is a significant indicator of the level of personal development and potential. The purpose of our research was exactly this: to study the structure of MA students' time budget and their attitude towards time management. The research was conducted by **Human Potential Management Laboratory (HPML)** Ivane Javakhishvili Tbilisi State University, Faculty of Economics and Business. The research was preceded by early studies about students' problems, as well as the qualitative analysis of the specific focus groups' time budget. We have developed the following hypotheses:

Employed students are intensively experiencing a shortage of time;

Workability and learning ability of employed students are reduced;

The most important part of the majority of students' time is monotonous and does not provide multilateral development.

We made a questionnaire that included 37 closed questions. We chose the students of economics and business faculty as research objectives. The survey was conducted at 5 largest state universities: TSU – Ivane Javakhishvili Tbilisi State University, GTU – Georgian Technical University, GSTU – Gori State Teaching University, TeSaU – Telavi Iakob Gogebashvili State University, BSU – Batumi Shota Rustaveli State University. The survey covered 523 MA students. The study was conducted in April-May 2016.

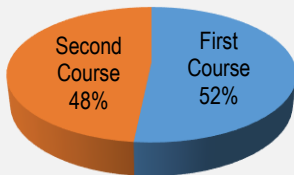
In these universities, 1094 active students were enrolled in Economics and Business at that moment. The number of respondents amounted to 47.8%. The percentage ratio of respondents is unequal and takes a large share (60%), TSU, and GT (21%), which is largely conditioned by the fact that the sizes of the studied universities are significantly different. The percentage share of respondents among active students is shown in Table N1.

Table N1	Number of Active Students	Number of Interviewed Students	Percentage of Interviewed Students
TSU	522	313	59.9%
GTU	402	111	27.6%
GSSU	40	37	92.5%
TeSau	31	27	87%
BSU	99	35	35,3%

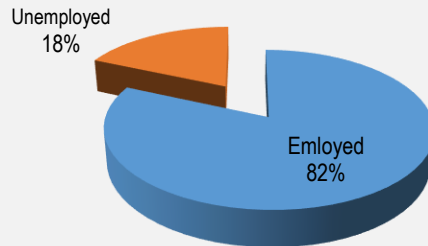
The number of interviewed freshmen was 48% and the number of sophomores was 52% (**Figure 2**). 82% of respondents were employed and only 18% were not employed (**Figure 3**). Based on the analysis of the database, it was clear that the majority of the employed MA students' GPI was lower than 2, while the majority of unemployed MA students' GPA is higher

than 3. We also found out that 91% of employees are working full-time, which means 9-hour working day, normally from 9am to 6pm, by Georgian legislation (**Labour Code of Georgia**).

**Figure 2. Interviewed MA students according to the course**

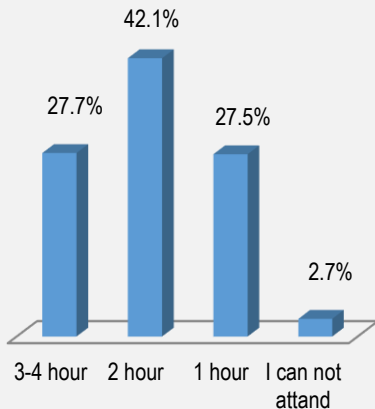


**Figure 3. Are You Employed?**

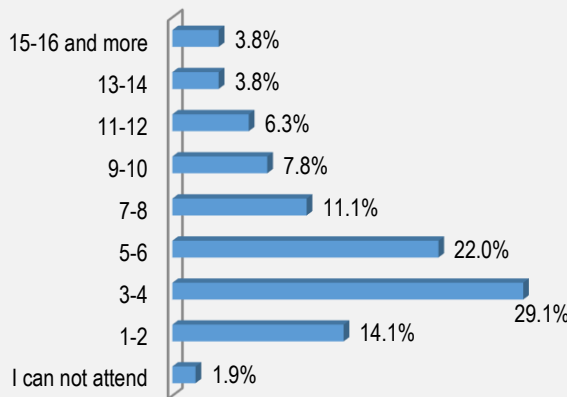


As for the studying at universities, it includes attending lectures/seminars, every day for 4 hours except Sunday. MA students' daily auditorial load during 6 days is 24 hours. Students at the universities that we studied except Telavi University start at 5 or 6pm and end at 9pm. Of course it seems that employed students' (majority of students') time schedule is not taken into consideration. Employed students complete their work at 6pm and need at least some extra time for traveling during rushing hours. The observation has shown that employed students often miss lectures and seminars, or appear no earlier than 7pm. Their vast majority (70%) spend 1-2 hours at lectures and seminars. (Figure 4). 65% spend 6 hours a week at lectures. Which is a quarter of their actual loading. (Figure 5).

**Figure 4. For how many hours are you at the lecture?**



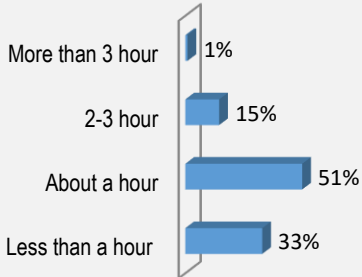
**Figure 5. How many lectures (hours) do you attend a week?**



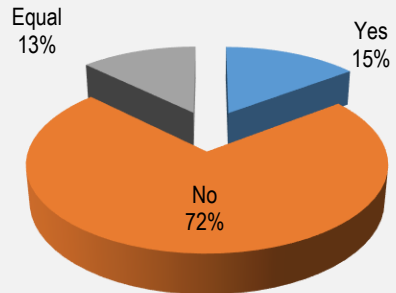
Most of the interviewed MA students (51%) spend about one hour and 33% spend less than one hour per day for studying (Figure 6). Their vast majority (72%) states that they learned more when they were undergraduates (Figure 7).

Apart from compulsory textbooks, 22% of respondents cannot use additional literature, 61% sometimes use it, 17% often use it, this is mainly the part of respondents who are not employed.

**Figure 6. What time do you need to prepare lectures and seminars during the day?**

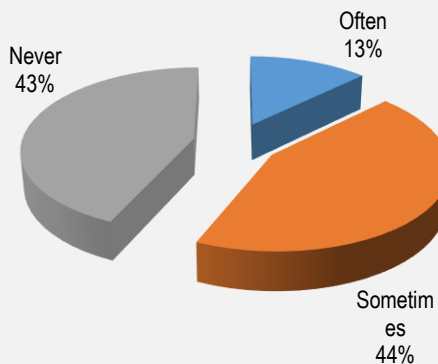


**Figure 7. Do you spend more time on studying now as an MA student or when you were bachelor?**

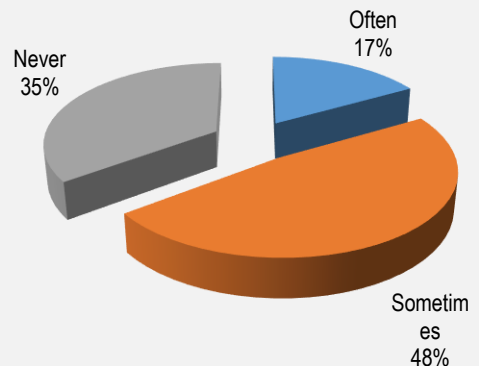


It is natural and it is clear from the research that 57% of employed students have to do job related things at home too (Figure 8). And 65% have to study university subjects at work (Figure 9).

**Figure 8. Do you have to perform job related things at home?**

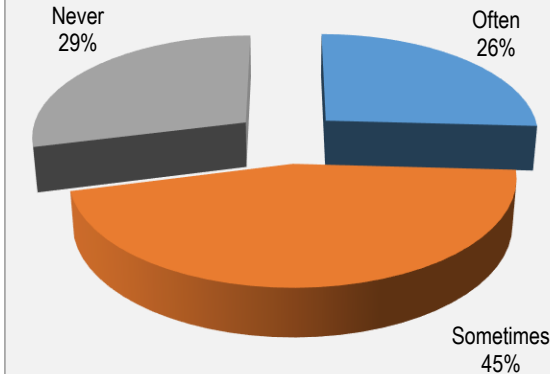


**Figure 9. Do you have to study university subjects during working hours?**

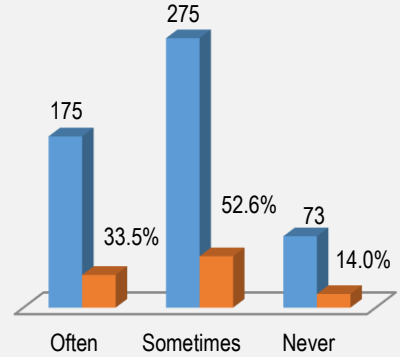


As for the break, during the day 25.9% have a break frequently, 45.2% - sometimes, unable to rest 28.9% (Figure 10). 34% are often able to go to nature, take part in cultural or other interesting activities on weekends. The majority of respondents (53%) are sometimes able to spend their weekends interestingly, and 14% report that they can not do it at all. In addition, the objective reality is that the largest majority of them have lectures in the first half of the day on Saturdays (Figure 11).

**Figure 10. Do you have time allotted for a rest during the day?**

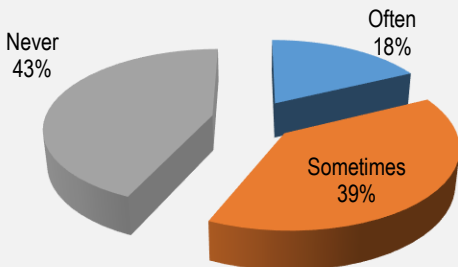


**Figure 11. Do you go to nature on weekends or do you take part in cultural or other interesting activities?**

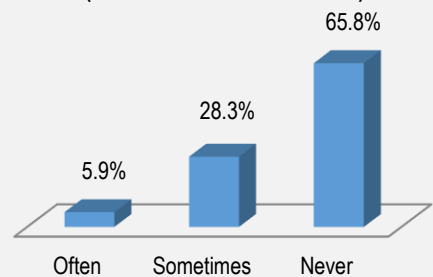


18% of students are regularly engaged in sport, 39% are irregularly engaged in sports, 43% of students are not engaged in sports at all (Figure 12), which directly indicates the need for popularizing a healthy lifestyle among young people. Also, at universities there are fewer opportunities for students to take part in cultural events, extra-curricular scientific activities, it does not happen regularly. Only 6% of the interviewed respondents are active in this regard, 66% never participate in such necessary activities (Figure 13).

**Figure 12. Are you engaged in sport (professionally or as an amateur for health)?**

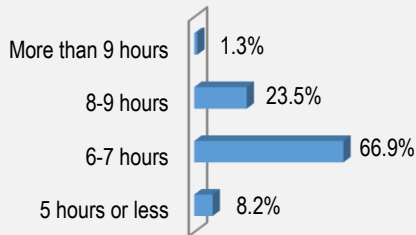


**Figure 13. Are you involved in university student activities (scientific or cultural events)?**

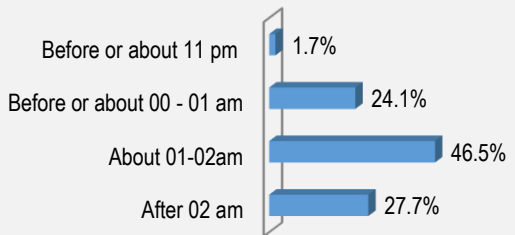


For the stable personal development of young people it is important for them to have a regulated sleep regime and it should last up to 8 hours. The study has shown that 67% sleep for 6-7 hours, 8.2% sleep less than 5 hours (Figure 14), 47% go to sleep at 01-02am and 28% - later (Figure 15).

**Figure 14. How many hours do you sleep approximately?**

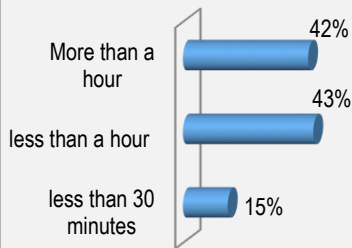


**Figure 15. When do you manage to go to sleep?**

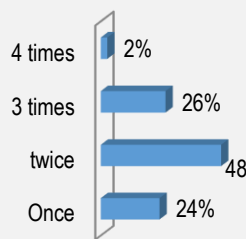


During the day taking care of hygiene needs some time, for most of the respondents it is one hour on average (Figure 16). As far as nutrition is concerned, the majority of students eat twice a day, but they were reporting in the comments that they cannot eat healthily even once a day (Figure 17). 52% spend 1-2 hours for transportation. Only 0.2% do not need transportation (Figure 18), which is due to the fact that universities have no regulated campuses.

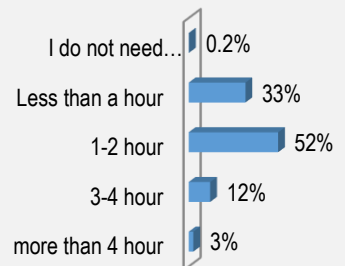
**Figure 16. How much time do you spend on your personal hygiene?**



**Figure 17. How many times do you eat properly per day?**

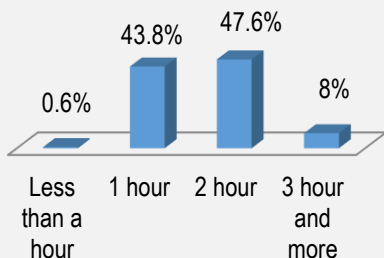


**Figure 18. How much time do you need for everyday travelling?**

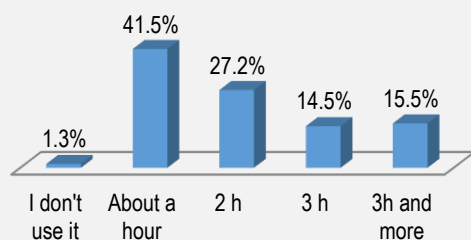


In the unforeseen cases, the vast majority of students-91% lose 1-2 hours (Figure 19). 69% spend 1-2 hours on social networking during the day, 3 hours and more are spent by almost 30% (Figure 20).

**Figure 19. How much of your time is lost on daily unforeseen activities?**

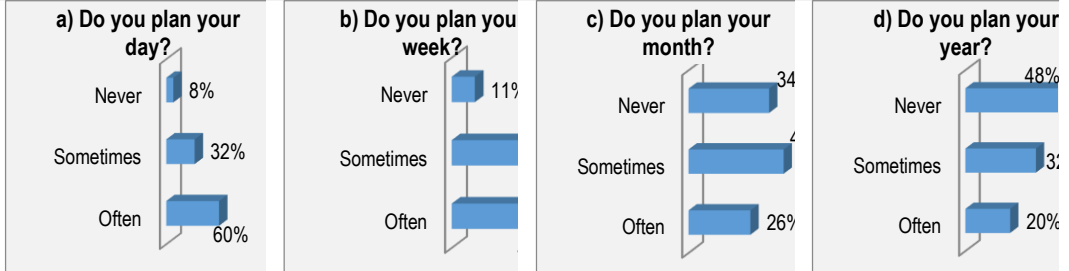


**Figure 20. How much time do you spend on social networking during the day?**

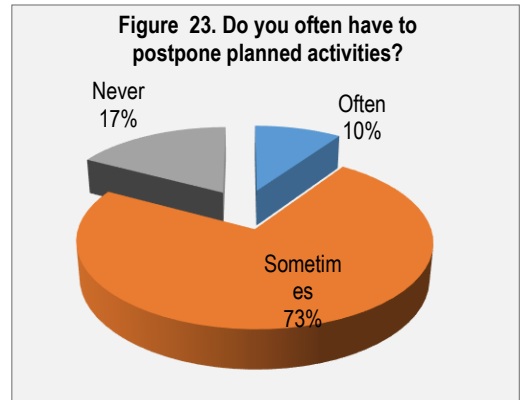
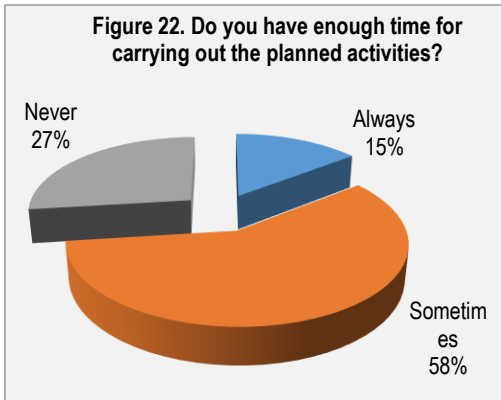


To find out how consciously the students manage their time budget we asked them if they were planning their day, week, month, year. The results showed that 60% of students often plan their day, 45% - their week, 26% - their month and 20% - their year. Only 8% of respondents never plan their day, 11% - their week, 34% - their month, 48% - their year (Figure 21).

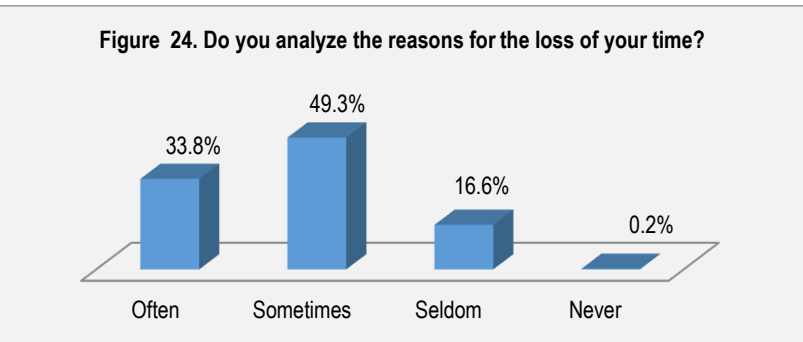
Figure 21.



Despite the fact that the number of planner students is not so small, the study showed that only 15% of the respondents have enough time for carrying out the work that they had previously planned (Diagram 22). 17% never have to postpone the planned activities (Figure 23).



When asked whether they tried to analyze their time loss 34% responded positively and 49% sometimes analyzed the reasons for loss of their time (Figure 24).



Unfortunately, all three hypotheses have been confirmed as a result of students' time budget analysis. It has been revealed that during the working days, which include 5 days a week, essential activities take 23 hours a day. The majority of respondents claim that its structure is as follows: sleep - 6.5 hours; Job - 9 hrs; Attending lectures - 4 hrs, transportation - 1.5 hrs; Hygiene - 1 hr; eating - 1 hour, which in total make 23 hours. The majority of respondents also report that they are not intensively engaged in sports, other cultural or student activities, they spend 1.5 hours on unforeseen cases, 1-2 hours

on social networks. Only this data is enough to conclude that the students' time budget structure contains monotonous activities. Their time budget structure is irrational. It does not consider the alternation of mental, physical and spiritual loading. In case of a full attendance at work and lectures (in total  $4 + 9 = 13$  hrs) there is no place for physical activities, learning, and relaxing. They are constantly in a force majeure situation under constant pressure and high stress. In a long time, such loading will certainly cause a person's exhaustion, desperation, and a significant decrease in working ability, learning, and subsequent worsening of stable development skills.

The maturity level of the country's development, perspective of sustainable development is revealed in the form of public relations, with a person's values, physical, mental, spiritual development of the individual and the possibilities of realizing his/her potential. The results of caring for the basis of progress development of human are reflected on the following indicators (**Economic Intelligence Unit, 2015**): 1. Demography; 2. Quality of compulsory education; 3. Higher education quality; 4. Quality of work force; 5. Environmental status of talent realization. 6. The country's willingness to be engaged in the free trade area of labor 7. The willingness of the country to attract talents. The issues we examined are directly reflected on the quality of higher education; Level of work force, environmental conditions for realization of talents. The results showed a sad reality, important work should be done to normalize the situation. The data obtained as a result of the survey provided the opportunity to make conclusions in many directions, the problem of necessity of studying self-management at the earliest age for young people has been singled out by us (Kharadze, Natalia; Gulua, Ekaterine, 2016). The study gave us the opportunity to study specific challenges in each university (Kharadze, Natalia; Gulua, Ekaterine, 2017). The research provided us with a prerequisite to learn about the challenges faced by the students in general thoroughly. We have identified 25 important challenges that should be taken into account in the management process of the universities. (Gulua, Ekaterine, 2017) The current situation, the challenges faced by organizations, students and in general employees are directly related to the collapse of the Soviet economy and the lack of knowledge of building new economic relations. Experience of individuals, society, organizations and institutions on which the development of European countries is based is scarce in Georgia as in a post-Soviet country. There are significant deficiencies and regulations are needed, healthier frameworks are necessary for the forms of relationships between the economic subjects, the "rules of the game", which ultimately will be revealed in the forms of doing business, organizational culture and development potential (Gulua, Ekaterine; Kharadze, Natalia, 2014).

## References

Recommendations can be divided into four groups based on the analysis of the results obtained from the study:

1. The first one refers to students. It is important for them to take long-term, lifelong learning and development needs into consideration that can not be managed by a person who has an unhealthy lifestyle, unbalanced time mode. It is necessary for them to be able to have a balanced load of mind, body, soul; Without that, organism just feels exhausted and loses the vital energy necessary for an active life. As a result, there are failures in all directions.
2. Universities are required to make learning regime more disciplined. Most students fail to provide regular attendance at lectures and seminars, violation of order becomes a norm for them which is reflected on their attitude towards the discipline and rules. It is necessary to make a study schedule real and feasible for employed students if their enrollment is allowed. Educational programs must be adjusted to the student's time regime, campuses, places for sports and cultural activities should be organized.
3. Business must have a social responsibility towards the employed students. This category of employees perform job related things at home and study for academic disciplines at work, they are likely to be constantly exhausted, which means that in a few years their highly qualified staff will be replaced by demoralized, exhausted, unmotivated employees, so it is important to take the students' such condition into account. They should only be hired half-time or with a flexible work schedule so as not to interfere with learning and not to be extremely overloaded.
4. The state plays an important role in regulating the processes. It is necessary to monitor the norms and their performance. Protection of students and employers' rights is one of its important functions. The above mentioned circumstances should be reflected in the Law on Education, Labor Code. Activities of universities should be controlled, reasonable norms should be set, a healthy lifestyle should be promoted. Sport, cultural, scientific and educational events should become a necessary condition for the existence of universities.



## Bibliography

- [1] Adair, J., & Allen, M. (1999). *Time Management and Personal Development*. London: Hawksmere plc.
- [2] Economic Intelligence Unit, (2015). *The Global Talent Index Report: The Outlook to 2015*. Heidrick & Struggles.
- [3] Gulua, Ekaterine. (2016). *Leadership (Lecture Course)*. Tbilisi, Georgia.
- [4] Gulua, Ekaterine. (2017). *Modern Challenges of Higher Education*. *Economics and Business* , 112-132.
- [5] Gulua, Ekaterine; Kharadze, Natalia. (2014). *Knowledge-Based Organizational Culture Development Challenges in Small and Medium Sized Enterprises of Post-Soviet Georgia*. 3rd International Symposium: "Advances in Business Management Towards Systemic Approach" (pp. 93-96). Perugia: Business Systems Laboratory.
- [6] Kharadze, Natalia; Gulua, Ekaterine. (2016). *Self Management Peculiarities of Master's Students in Georgia*. *CHALLENGES OF GLOBALIZATION IN ECONOMICS AND BUSINESS* (pp. 613-616). Tbilisi: Universal.
- [7] Kharadze, Natalia; Gulua, Ekaterine. (2017). *TIME MANAGEMENT PECULIARITIES OF SHOTA RUSTAVELI STATE UNIVERSITY MA STUDENTS*. *INNOVATIVE ECONOMICS AND MANAGEMENT* , 20-25.
- [8] Robbins, Stephen; Coulter, Mary. (2012). *Management*. New Jersey: Pearson Education, Inc.