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## **RESEARCH RESULTS OF TIME MANAGEMENT TEACHING METHODS AT THE UNDERGRADUATE LEVEL AT TSU**

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### **Abstract:**

The paper describes the results of implementing methods of developing time management habits among bachelor's degree students.

The research was carried out under the auspices of the Human Potential Management Laboratory of Ivane Javakhishvili Tbilisi State University, within the framework of the elective course ("Leadership - The Art of Management") of the undergraduate level of the Faculty of Economics and Business of the same university.

The paper presents 2 practical methods of teaching time management and its results: 1. Assessment of students' time management habits through Haddon's test and results; 2. A method of developing time budget management habits by evaluating the actual day and week and determining the desired time budget for the week.

Teaching students of time management skills are important, especially in countries where the school and university infrastructure does not provide an opportunity to be aware and totally introduce a healthy lifestyle among young people. Making students aware of the importance of a variety of activities in their time and showing them opportunities in this direction will teach them the skills necessary to balance life. Teaching time management helps the student to write down/plan his goals in time and take concrete steps towards success.

### **Keywords:**

Time management, Teaching, Methods, Planning the day/week.

**JEL Classification:** J24, M12, I29

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## Introduction

With the growing importance of Soft Skills in success, with the support of the administration of Ivane Javakhishvili Tbilisi State University, the university teaching course "Leadership - Art of Management" (Gulua, Ekaterine;, 2021). was created taking into account the current teaching programs. The subject has been structured by considering a lot of coursebooks. In this course, students learn the key topics such as a leadership content, personal development, time management, interpersonal development, team building, organizational leadership, etc. Time management is considered as an important lever for personal development as well as for organization of teams and organizations. Students study it after learning about goal setting, personal development directions, and developing a personal development plan to understand how it is possible to reach the goal in the desired period of time, so that they can add some concreteness to their dreams, goals and turn them into concrete actions, behaviors and habits.

A student already knows from a high school physics textbook that time is a measurable, conditional quantity associated with the more or less equal, repeatable motion of celestial bodies, for example, with the rotation of the Earth around its axis or around the Sun. All people have an equal time resource. It means 24 hours a day and 168 hours a week. It is a finite quantity. The key method of teaching time management is: showing and realizing the relevance of time management, familiarization with appropriate sources, theoretical material (Claessens, Brigitte J.C. ; Eerd, Wendelien van; Rutte, Christel G. ; Roe, Robert A. ;, 2007),, putting goals in a time frame, on the basis of which students should be able to develop weekly and daily time schedules.

## Literature review

The interest of scientists, scientific research in time management is increasing (Vaeld, Zhezha;, 2021). The theoretical material to be studied is based on scientific papers and researches. We provide students with an opportunity to learn about the differences of opinion in scientific circles regarding time management, which allows them to form or refine their own position on this issue.

In groups we ask a legitimate question - is it possible to manage time? Or is it a more correct approach - to develop a work culture that involves scheduling work and rest hours, other desired activities in a specified time interval? Time is spent by itself, we can only control what we do in a unit of time. Time management basically means considering it, controlling its spending. Time management is called the management of goals and activities in a time frame considering time (Walsh, Richard;, 2008).

Kearns, Gardner believe that the most important determinant of the time management effectiveness is the awareness of goals. It is important to form a clear broad picture regarding long-term goals, then to make a proper plan, and then to define specific time management tools for priority tasks (Kearns, Hugh; Gardiner, Maria;, 2007). (Stewart, Martyn; Stott, Tim; Nuttall, Anne-Marie;, 2015), the above factors lead to motivation and mobilization to implement time management. Motivation is related to time management skills and procrastination (Sirin, Erkan Faruk;, 2011). time management training impacts on students' academic achievement and academic life satisfaction. (Wilson , Robert; Joiner, Keith; Abbasi , Alireza;, 2021) (Dalli , Mehmet ;, 2014).

Claessens, Eerde, Wendelien, Rutte and Roe define time management as a behavior that serves to perform desired activities in a specified time. It is directly related to health control, job satisfaction and inversely related to stress, although time management training does not necessarily mean better results (Claessens, Briggite J.C.; Eerde, Wendelien Van; Rutte, Christel G.; Roe, Robert A. ;, 2007). It is a kind of tool in the hands of those for whom time management is a means of mobilisation, (although there are people who prefer spontaneity, or lack the

willpower to control activities in time (Oettingen, Gabriele; Kappes, Heather Barry; Guttenberg, Katie B.; Gollwitzer, Peter M.;, 2015). Time management is associated with high academic performance (GPI) (Britton, Bruce K.; Tesser, Abraham; , 1991) and even with creativity (Zampetakis, Leonidas A.; Bouranta, Nancy; Moustakis, Vassilis S.;, 2010).

Any activity requires time expenditure and its economy is rewarded with freed time (Tracy, Brian; , 2013) . This does not mean that we can all be equally efficient with time, or perceive time in the same way, or perceive it in the same way during different activities or at different stages of life. "Ask the cost of one year to an applicant who failed the entrance exams; Ask the cost of one month to a mother who gave birth prematurely; of one day - ask a person who is waiting for a lover; of one minute - who avoided a traffic accident; of one second - who won the Olympic gold" (Mancini, 2003). Kant clearly stated that the perception of time is subjective (Aneta, Olejniczak; , 1013). The perception of time planning is also different: some consider it as the best way to mobilize and concentrate, while others consider it as a shackle (Irina , Eleonora Melinte; , 2013). In the study material, it is recommended to get familiar with Franklin's ideas and his pyramid. Time is money, however, it is given to us for free, it cannot be stored or returned, but it can be shared, wasted. They are given Franklin's pyramid for discussion (Benjamin, Franklin; , 1748). Taking the above into account, we discuss with the group two main indicators of the correct use of time:

1. **Time efficiency** – spending time for the right purposes. and
2. **Time effectiveness**- economy, achieving maximum results in minimum time.

### **Method - Research design**

To arouse interest in time management students are given 2 tasks.

**Task I** - passing Peter Haddon's test (Haddon, Peter; , 2010) – it is used before getting to know the theoretical material about time management. Because in this way it is possible to get more accurate answers about how students allocate their time and it also helps students realize the relevance of learning time management. The 2021 study included 232 students of the 3rd, 4th year (from the 5th semester). The questionnaire was offered to a total of 270 students of the subject. Except for 232 students, the rest (35) filled out the questionnaire later, after familiarizing themselves with the theoretical material, that is why late responses were excluded from the study. The program "SPSS Statistics" was used for statistical analysis.

As a research method, we selected Haddon's 50 closed-question test, which was modified in focus groups taking into account the typical realities of bachelors.

**Task II** – was given to the students after explaining the theoretical material. The students were asked to analyze the characteristics of the activities carried out during one typical day and week, taking into account the **Eisenhower Matrix, Eisenhower's Covey matrix**, Sung's diagram (Bratterud, Hannah; Burgess, Mac ; Fasy, Brittany Terese; Millman, David L; Oster, Troy; Eunyoung , (Christine) Sung ; , 2020) (Jinalee, Nongmeikapam; Singh, Amit Kumar; , 2018). The method of real day and week time budget analysis was based on the methodology already developed by various scientists (Adair, John; Allen, Melanie; , 1999), with the difference that we took a half-hour time interval to make it more accessible to students (See Table 1. **Daily Time Budget Matrix** and Table 2. **Weekly Time Budget Matrix.**)

**Table 1. Daily Time Budget Matrix**

Time Period	Type of Activity Carried Out	Activity Characteristic A (Urgent/ Important), B (Unurgent/ Important), C (Urgent/ Unimportant), D (Unurgent/ Unimportant)	Note/Reaction: A (to be performed immediately); B (to be performed necessarily), C (to be delegated), D (not to be performed).
00-00.30			
00.30 - 01.00			
.....			

**Table 2. Weekly Time Budget Matrix**

Time Period	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
00-00.30							
00.30 - 01.00							
.....							

At the same time, students are advised that in the future, as the tasks (quantity and complexity) increase, they should complete this task in 15-minute intervals. The task serves to develop the ability to manage and appreciate small periods of time, so that they do not experience "scarcity of time" during the day (Bashir, Shahid; Bashir, Zahid; Nazir, Mudassar;, 2015).

Then the students were instructed to determine the "**desired weekly time budget**" taking into account the principles of Franklin's pyramid and peculiarities of human development (Alkire, Sabina;, 2010), similar to Table 2.

In the second task, a larger number of students - 249 (92%) students were included, because its performance was not limited in time. This gave us more opportunities for qualitative analysis. However, it should be noted that the part of students who passed the first method completed the task according to the second method on time and showed more interest in the issue. It should be noted that the second task has been used among students of the mentioned subject since 2017, the first task introduced in 2021 - Haddon's (modified) test significantly increased the interest in the subject and in the second task.

### **Hypothesis**

The test hypotheses of Task I were connected to the logical assumption that timed, conscious goals are connected to conscious activities and control of their performance level.

**Hypothesis 1.** The list of daily tasks compiled and sorted according to priorities (Q2) is related to the level of their performance (Q3).

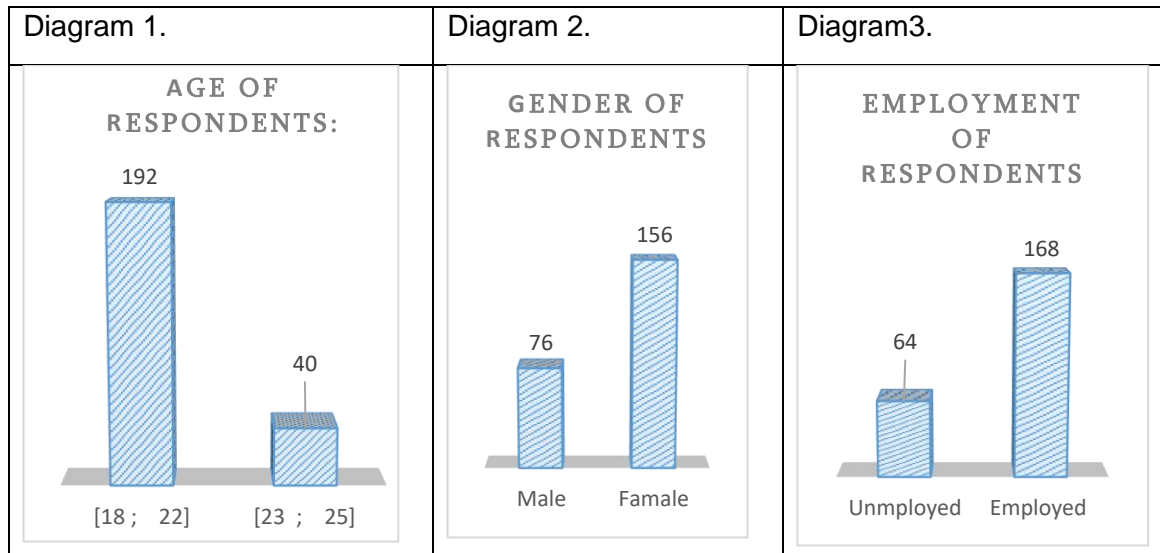
**Hypothesis 2.** The habit of setting deadlines (deadlines) for the tasks to be performed (Q5) is related to setting deadlines for the tasks assigned to others (Q9) and controlling goal-related activities (Q8).

**Hypothesis 3.** Compliance of daily activities with the main goal (Q8) is related to a similar type of question - the next step of the respondent serves to get closer to the final goal (Q23).

## Research Results

As mentioned, the research included undergraduate students. The internal consistency of the test was measured by means of **Cronbach's Alpha** and we obtained **0.896**.

83% of the respondents were between 18 and 22 years old, and 17% - between 23 and 25 years old (see Diagram 1, Age of Respondents). 33% of the respondents were male, and 67% were female (see Diagram 2, Gender of Respondents). 64 (28%) students were unemployed, and 168 (72%) were employed (see Diagram 3. Employment of Respondents).



As a result of the frequency analysis of the test, the following was revealed (See Table 4.):

**Table 3.**

Questions:	Yes	Sometimes	No
1 Do you have up-to-date written goals for all areas of your life?	38	92	102
2 Do you compile & prioritise a written daily "To-Do" list ?	74	96	62
3 Do you complete all items on your daily "To-Do" lists?	66	114	52
4 Do you set & review your weekly objectives & successes?	64	114	54
5 Do you set deadlines for your activities?	114	94	24
6 Can you effectively delegate tasks to others?	102	84	46
7 Do you teach others how to do the tasks delegated by you?	84	82	66
8 Do all the daily activities you perform take you closer to your major goals?	146	70	16
9 Do you set deadlines for delegated tasks?	102	98	32
10 Do you follow up to ensure delegated tasks are completed by the set deadlines?	136	72	24
11 Do you know which of your activities are the high value-producing ones?	166	46	20
12 Do you differentiate between important and urgent activities?	174	44	14
13 Do you concentrate your attention on the important rather than the urgent tasks?	88	110	34
14 When tackling a new task, do you assume that it will be easy and that whatever obstacles arise will be overcome as you progress?	132	88	12

<b>Questions:</b>		<b>Yes</b>	<b>Sometimes</b>	<b>No</b>
15	Do you believe that today is the only time to act?	86	112	34
16	Do you adopt the attitude of doing your best in the present moment?	84	88	60
17	Do you take time out daily for creative thinking – visualising and emotionalising the achievement of your goals?	138	86	8
18	Do you take action to minimise interruptions or intrusions on your time?	80	118	34
19	Are you able to ensure uninterrupted periods for planning, report writing, etc?	158	66	8
20	Do you consciously avoid making social telephone calls during working hours	94	94	44
21	Do you make decisions quickly and change them rarely?	68	98	66
22	Do you easily overcome procrastination?	44	130	58
23	Are you aware of your “ Next Action Step” to be taken towards your major goal(s)?	138	88	6
24	Do you plan to be 10 to 15 minutes early for all appointments?	142	52	38
25	Do you have an effective filing system – electronically & physically? (Can you always immediately find what you are looking for?)	146	64	22
26	Are you aware of and do you make use of your most creative period of the day?	112	88	32
27	Do you generally handle correspondence and paper once only?	54	104	74
28	Do you avoid having an IN-Tray and OUT-Tray on your desk?	100	64	68
29	Is your desk, work area and PC/MAC inbox generally uncluttered?	154	60	18
30	Do you let your tasks get constantly interrupted by emails or do you allocate certain periods of the day to deal with them?	66	82	84
31	When organizing a meeting, do you set the starting and ending time of the meeting?	94	96	42
32	Do you have a habit of writing down the main details of the meeting?	104	82	46
33	Do you make a practice of visiting people in their offices rather than inviting them to your office?	68	116	48
34	Do you insist on appointments for people wishing to see you?	152	76	4
35	While working or at a meeting, the phone may disturb you, do you take measures to eliminate this?	166	52	14
36	Are you able to effectively handle long-winded callers?	166	58	8
37	Are you selective about and able to control your TV & social media viewing habits?	68	112	52
38	Do you schedule time for physical exercise at least four times per week?	54	64	114
39	Do you effectively use the time spent in your car / commuting by train listening to audio learning material ?	68	108	56
40	Are you able to relax in your free time without worrying about your work?	94	88	50
41	Do people know the best times to reach you?	80	100	52

Questions:		Yes	Sometimes	No
42	Can someone else temporarily replace you at work if necessary?	84	92	16
43	Do you start and finish projects on time?	68	36	128
44	During the past year, have you recorded & analysed how you spend your time for at least a week?	68	36	128
45	Are you able to keep up with all your reading and use a pen, pencil or your finger as a "pacer" when reading?	102	94	36
46	Do you avoid working late - do you try to finish things on time?	82	66	84
47	Are you aware of and take steps to avoid time-wasting activities?	84	112	36
48	Do you avoid becoming involved in other people's work – doing things that they could or should be doing themselves?	94	106	32
49	Do you reduce the time associated with formal bureaucracy (documents)?	64	132	36
50	Do you believe that you have sufficient time available to spend on yourself, your family, community affairs and recreational / sporting activities?	126	68	38

16.4% of the respondents have a plan written on paper for all stages of life, 44% - do not. 39.7% sometimes do this (see Question 1), Almost twice as many respondents - 32% - have daily plans sorted by priorities, 27% - do not. 41% sometimes use this method (see Question 2).

28% of the respondents perform all items of the list; 49% sometimes perform, 22% do not perform (see Question 3). 28% of the surveyed bachelors update their goals weekly and analyze the reasons for failure, 49% - sometimes do this, 23% - do not do this (see Question 4).

49% of the respondents set deadlines for tasks, 41% - sometimes, 10% do not make deadlines (see Question 5). 44% delegate tasks to others, 20% do not delegate tasks, 36% do it sometimes (see Question 6).

28% of the respondents do not coach others to handle cases, and 35% sometimes do so (see Question 7). The majority 63% believe that daily activities bring them closer to the goal, 7% answered this question negatively (see Question 8).

44% of the respondents set deadlines for things, 42% do it sometimes (see Question 9). 59% pay attention to the deadlines for completing the started work, 10% gave a negative answer to this question (see Question 10).

72% monitor the value of their activities, 20% do it sometimes, 9% do not evaluate the importance of their activities (see Question 11). 75% distinguish between important and urgent matters, 6% of the respondents answered this question negatively (see Question 12).

38% concentrate more on important and urgent matters, 47% manage to do it sometimes (see Question 13). 57% believe that any obstacles only contribute to their progress, 38% believe that this happens only sometimes (see Question 14).

37% of the respondents believe that the best time to act is only today, and then it will be too late, 15% have a negative answer to this question (see Question 15). According to self-assessment, 36% do the best of their abilities, 38% do it sometimes, and 26% believe that they cannot do it (see Question 16).

56% of the respondents devote time to creative thinking, imagine achieving goals and feel corresponding emotions, 37% - sometimes, and 3% do not do this (see Question 17). 35% take

action against the factors hindering actions, against time wasters, 51% manage to do it sometimes, 15% have a negative answer to this question (see Question 18).

68% allocate time for thinking, planning, reports, 3% cannot do this (see Question 19). 41% deliberately avoid personal conversations on the phone while working, 41% manage to do this sometimes, and 19% cannot do this (see Question 20).

29% make decisions quickly and rarely change them, 42% manage to do this sometimes, and 28% cannot do this (see Question 21). Only 19% easily cope with the urge to constantly procrastinate, 56% can do this sometimes, and 25% cannot do this (see Question 22).

56% think that the next step brings them closer to the goal, 38% have this feeling sometimes, and 3% do not think so (see Question 23). 61% plan to arrive 10-15 minutes earlier before the meeting, 22% sometimes do it, and 16% answer this question negatively (see Question 24).

63% have an effective file system, find the necessary documents on time, 10% cannot do this (see Question 25). 48% feel in which part of the day they are creative and cope with tasks accordingly, 38% sometimes manage to do this, the rest 14% have a negative answer to this question (see Question 26).

Only 23% of the respondents read letters, correspondence, documents mostly once a day, 45% manage to do it sometimes. The answer of 32% to this question is negative (see Question 27). 43% avoid having stationery boxes on their desks, 29% can't do this (see Question 28).

66% say that their desk, space, or computer is mostly tidy. 26% state that they sometimes manage to do this, 8% do not manage to do this (see Question 29). 28% of the respondents, when their work is hindered by frequently checking letters and e-mails, choose a specific time to see them, or assign this work to others, 36% cannot do it (see Question 30).

When organizing a meeting, 41% have defined and suggest the start and end time of this meeting to others. 18% do not have this habit (see Question 31). 45% have scheduled meetings by time periods, 35% do it sometimes (see Question 32).

29% meet meeting participants not in their own space, and 50% sometimes use the practice of meeting people in other spaces (see Question 33). 66% meet people who want to see them, 2% - do not (see Question 34).

72% take measures in advance so that the phone does not interfere with the meeting, 22% sometimes do it (see Question 35). Also, 72% easily deal with annoying calls, 25% - sometimes, and 3% can't do this (see Question 36).

29% can control the time they spend watching TV and on social networks, 48% sometimes manage to do it, and 22% can't do it (see Question 37). 23% of the respondents allocate time for physical training at least 4 times a week, 28% - sometimes, 49% cannot do this (see Question 38).

29% try to do something useful during the trip, 47% use it sometimes, 24% can't use it (see Question 39). 41% rest in their free time so that they cannot think about work. 38% can do it sometimes, 22% can't do it (see Question 40).

35% think that people around him know when is the best time to contact him/her, 43% think they know it sometimes, 22% think they don't know it (see Question 41). 36% believe that if it becomes necessary to replace him/her in the case, others can do it, 40% believe that it is possible sometimes, 22% believe that it is impossible (see Question 42).



53% believe that they start and finish projects on time, 40% sometimes manage to do this, 7% believe that they do not manage to do this (see Question 43). 55% of the respondents did not record and analyze the time spent even for one week last year. 29% did this (see Question 44).

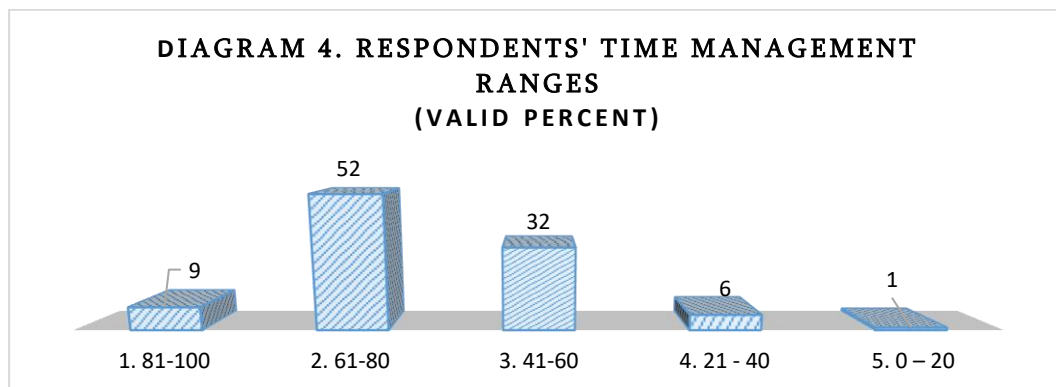
44% manage to read all the necessary information, use a pencil or a finger to speed up the reading; 41% sometimes do this, 16% do not use this method (see Question 45). 35% avoid working until late (finishing at home or staying late at work), 28% sometimes manage to do it, 36% think they cannot do it (see Question 46).

36% - always, 48% - sometimes take measures to deal with time wasters, 16% cannot take these measures (see Question 47). 41% avoid getting involved in other people's work (which they can or are obliged to do), 46% manage to do it sometimes, 14% believe that they cannot manage to do it (see Question 48).

28% reduce the time for formal bureaucracy, the bureaucracy related to documents, 57% believe that sometimes they manage to do it, and 16% cannot cope with it (see Question 49). 54% of the respondents have, 29% sometimes have enough time for themselves, family, friends, leisure or sports, and 16% cannot manage to have it (see Question 50).

Respondents could determine their own result range by summing the numerical value of the answers given. In case of the answer "yes", a respondent was evaluated with 2 points, in case of the answer "sometimes" – with 1 point, and in case of the answer "no" – with 0 point.

The respondents who scored from 81 to 100 points - manage time well, control everything in most situations. 20 respondents (9%) were like this (see Diagram 4. **Respondents' time management ranges**).



For those who scored **from 61 to 80**: time management sometimes works, but consistency in using time management strategies is lacking. This was the majority of 122 respondents (52%).

**From 41 to 60 points** - it is difficult for them to manage time, they need to make efforts so that circumstances do not exhaust him. 74 respondents (32%) were like this.

**From 21 to 40 points**: lose control, are very disoriented and cannot use time efficiently; 14 respondents (6%) were like this.

**Those who scored from 0 to 20 points** are devastated, exhausted, frustrated and probably under a lot of stress and pressure. Only 2 respondent was like this.

As a result of the verification of the hypotheses, all three hypotheses were confirmed. In particular: a weak positive correlation, although a statistically significant relationship was found between the following variables:

1. Do you have a list of daily tasks compiled and sorted according to priorities (Q2)? And do you perform everything from this daily to-do list (Q3)?
2. Do you set deadlines for your work (Q5)? And do you set deadlines for delegated tasks (Q9)?; Does daily activity bring you closer to your main goal (Q8)?
3. Does the daily activity bring you closer to the main goal (Q8)? And do you think your next step will bring you closer to your final goal (Q23)?

Based on the determination of the Chi-Square value, the relationship between the mentioned variables was found at the level of less than 0.05, that is, the relationship is reliable.

ANOVA test confirmed the reliability of the model Sig. = at the level of .003<sup>b</sup> and by the linear regression analysis R = .735<sup>a</sup>

- As a result of the research for the second assignment, the time budget for a typical week of the average statistics bachelor was determined. We also conducted interviews with typical category students (these turned out to be day shift, full-time employed students) in focus groups (4 focus groups with 8 students in each group) regarding the distribution of the time schedule, on the basis of which a typical model of the weekly time distribution of an undergraduate student was made.

The study was conducted in October-November 2021, during the pandemic period, thus this added some specific features to the undergraduate student's weekly time budget (see Table 4).

Time \ Day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday					
7.30 - 8.30	Wake-up/Hygiene/Breakfast					Sleep	Sleep					
8.30 - 9.00	transportation											
9.00 - 10.00	Lectures/Seminars/ Work					Wake-up/Hygiene	Sleep					
10.00 - 11.00						Breakfast						
11.00 - 12.00						Lectures / Seminars		Wake-up/Hygiene				
12.00 - 13.00							Breakfast					
13.00 - 14.00							Free time / Social Network					
14.00 - 15.00												
16.00 - 17.00						Dinner	Dinner					
17.00 - 18.00												
18.00 - 19.00						Work					Rest /Free time	Learning
19.00 - 20.00						transportation						
20.00 - 21.00	Hygiene / Lunch											
21.00 - 21.30	Free time / Social Network					Supper	Supper					
21.30 - 23.00	Learning					Free time / Social	Learning					

23.00 - 24.00	Hygiene / Supper / Rest	Network/ Homework	Free time / Social Network
24.00 - 01.00	Social Network / Homework / Learning		
01.00 - 02.00			
02.00 - 03.00	Sleep		

It should be emphasized that the majority of the interviewed students work full-time. They often represent cheap labor (salary 170 - 250 \$ per month)<sup>1</sup> and perform low-skilled work, in the lower link of the organization (such as supermarket employees, casino operators, food delivery drivers) (Tengiz, Verulava; Jolbord, Ani;, 2018). During the pandemic, the majority of students joined online lectures from work, which in their opinion had a negative impact on the quality of their studies, as well as on the quality of work at the workplace. A certain category of students (27%) worked online. In this case, they did not waste time on transport. This typical table does not reflect the time schedule of students who work the night shift. Their schedule is particularly difficult, which has a negative impact on their quality of life.

It is a sad fact that the week of the majority of students is very monotonous - only 23% are engaged in active sports. In their free time, the majority of students mainly hang out with their friends, or spend most of their time on social networks. Uncontrolled spending of time on social networks is a concern of students themselves.

In the focus groups, the majority confirmed that:

- The social network is an important distraction (Andreassen, Cecilie Schou ;, 2015).
- The ability to allocate free time is related to the quality of life (Wang, Wei-Ching; Kao, Chin-Hsung ; Huan, Tzung-Cheng ; Wu, Chung-Chi;, 2011).
- Students' individual differences in time management, timely performance and the choice to deal with procrastination are important challenges for young people (Sæle, Rannveig Grøm ; Dahl, Tove Irene; Sørli, Tore; Friberg , Oddgeir;, 2016) (Ocak, Gürbüz; Boyraz, Serkan;, 2016).
- To cope with difficult university programs, it is important to develop time management skills (Olowookere, Elizabeth I. ; Alao, Amos A. ; Odukoya, Jonathan A.; Adekeye, Olujide A.; Agbude, Godwyns Ade' ;).

### The impact of Covid-19

The loss of the quality of learning, which was experienced by students under the influence of the pandemic, will become necessary in the future to be filled by regular opportunities for learning and professional development. However, the forms and format of teaching may undergo significant changes under the influence of the processes caused by Covid-19 (Boeren, Ellen; Roumell, Elizabeth A.; Roessger, Kevin M.;; 2020). It is necessary to make the classrooms in Georgia flexible in order to make it possible to use the advantages of online learning in the conditions of classroom teaching during face-to-face meetings.

Traditionally, in Georgia, the tuition fees were usually paid by the parents. This approach has changed dramatically since 2019, today the tendency has changed - the interview revealed that students help their families to pay tuition fees, most of them have been employed since the third year. In such a case, the employer's concern for student employees comes to the fore, organization approaches to them. Value priorities may need to be revised, since caring for

<sup>1</sup> <https://www.geostat.ge/ka>

employees leads to employee loyalty to the organization and talent retention (Michels, 2017), trust, which in turn is the basis of the organization's competitive advantage (Cameron & Quinn, 2006).

This study allows us to compare with earlier studies conducted in the same laboratory (Kharadze, Natalia; Gulua, Ekaterine, 2016), (Ekaterine, Gulua; Natalia, Kharadze, 2017), (Kharadze, Natalia; Gulua, Ekaterine, 2017), (Kharadze, Natalia; Gulua, Ekaterine; Duglaze, Davit, 2017), (Kharadze, Natalia; Gulua, Ekaterine, 2017); (Gulua, Ekaterine, 2017); (Gulua, Ekaterine;, 2018), (Gulua, Ekaterine ; Kharadze, Natalia;, 2018), (Gulua, Ekaterine; Kasradze, Tea ; Zarnadze, Nino;, 2020). which were conducted to analyze the time budget of master's students. In a similar study in 2017 (this material was presented at the 13th International Conference on Social Sciences (ICSS XIII) in Vienna) (Gulua & Kharadze, 2017), an observation was made on the weekly time budget of master's students, the average master's weekly time budget looked as shown in Table 5. This does not mean that in some cases there was no practice of healthy use of time, although in most cases the time of master's students was monotonous, characterized by minimal physical activity, unhealthy lifestyle, etc. including unhealthy food. It is worth noting that undergraduate students are very interested in this study, they asked for details of the study and mentioned that Table 5 helped them understand their weekly time schedule. I think that the results of this research will also cause a great interest of the bachelors of the following years.

Time \ Day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday										
7.30 - 8.30	Wake-up/Hygiene/Breakfast					Sleep	Sleep										
8.30 - 9.00	transportation							Wake-up/ Hygiene, Breakfast									
9.00 - 10.00	Work					transportation											
10.00 - 11.00						Work					Lectures / Seminars	Wake-up/ Hygiene					
11.00 - 12.00												Work					transportation
12.00 - 13.00											Work						
13.00 - 14.00	Work																transportation
14.00 - 15.00						Work											
15.00 - 16.00																Work	
16.00 - 17.00											Work						
17.00 - 18.00	Work																
18.00 - 19.00						Work											
19.00 - 20.00																Work	
20.00 - 21.00											Work						
21.00 - 21.30	Work																
21.30 - 23.00						Work											
23.00 - 24.00																Work	
											Work						
	Work																
						Work											
																Work	

24.00 - 01.00	Social Network / Homework / Learning		
01.00 - 02.00			
02.00 - 03.00	Sleep		

## Conclusion

It should be noted that after the completion of the full course "Leadership - Art of Management", time management was named among the 3 most memorable topics by the students. The majority of students noted that after completing this course they have long-term goals and plans written down in time, which has a positive effect on their mood and motivation, since it is clear that they are able to fulfill certain goals in a short time, or take specific steps towards the goal.

1. Offering a test for self-assessment of time management allows the student to evaluate his own results and understand the relevance and necessity of the learning material in his/her particular case. It helps to perceive one's own situation in this regard. Providing bibliographic material on time management helps the student to better understand how to manage time better, what kind of achievements and proven methods exist in this direction.

2. Working on a real day time table helps the student to determine how much time is spent on important (urgent and non-urgent) tasks and how much time is wasted on unimportant and non-urgent tasks. This allows to perceive and correctly evaluate time reserves, time wasters. The development of the desired weekly schedule gives the student the opportunity to formulate and have a real action plan, taking into account his/her circumstances and goals.

3. This system of teaching time management accustoms the student to develop the self-discipline that is important to perform other necessary activities in a busy work schedule and to maintain a healthy lifestyle.

4. By teaching this approach to time management, students will develop an important skill that enables them to determine their orientation and cope with challenges at all stages of life, especially in critical situations.

## Recommendations:

- Promotion of a healthy lifestyle among young people in schools and universities. It will contribute to the implementation of conscious activities in students and the formation of relevant skills.
- Learning to set goals, prioritize time, and plan will make significant positive corrections to youth behavior.
- It is important for universities to communicate with employers of their students. It is possible to decide at the state level (can be defined by the Labor Code, the Law on Education) that students can be employed part-time. It is desirable that the duration of work of a student with an active status does not exceed a maximum of 24 hours per week, as well as the possibility of choosing a free schedule (as it is accepted in several European countries). The introduced practice of free attendance at lectures-seminars contributes to missing lectures-seminars and has a negative impact on the level of knowledge.
- Arranging campuses, spaces for sports and cultural activities at universities, establishing appropriate authorization standards in schools and universities will significantly improve the active involvement of representatives of the lower social class in the desired activities. It will increase access to a healthy lifestyle.
- This method of teaching time management can be successfully used in undergraduate students.

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