

Survey Report on the Management of Learning Time among Elementary School Students

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Abstract: With the rapid progress of today's society, the importance of time management has received more and more attention. The habit of time management should be cultivated from an early age, and primary school students are in a critical period of growth, with the vigorous promotion of the country's "burden reduction" work. Primary school students have more free time, so it is very important to improve the efficiency of primary school students' time management. This report investigates the current situation of students' learning time management in Leiyang Xihu School through random sampling, so as to analyze the influencing factors of primary school students' learning time management, explore the problems, and give corresponding suggestions and countermeasures.

Keywords: Primary School Students, Learning Time Management, Suggestions for Improvement

1. Introduction

Time is the most precious treasure that every human being has since birth. Learning to manage and use their time is especially important for today's teenagers. In today's fast-paced society, the management of time is very important for the growth and progress of the individual. Primary school is in the initial stage of individual formal learning and exposure to the world, and it is a good time to cultivate learning habits, so it is particularly necessary for primary school students to manage their learning time. Based on relevant theories and researches, this survey took primary school students as the survey object, and took the tendency, allocation and utilization of primary school students' time management as the main survey content, and designed a questionnaire to reveal the problems of students' learning time management, analyze the causes, and help students to manage time effectively.

2. Significance of the Study

2.1 Theoretical Significance

In recent years, the field of education has been gradually involved. This report focuses on the current situation of time management for primary school students, and hopes to contribute some strength to the research of time management, and further improve and enrich the theoretical research of time management.

2.2 Practical Significance

Firstly, the existing problems of students' time management in Leiyang Xihu School were found. This survey can effectively grasp the specific situation of students' time management in the school, which will help to further understand the problems of students' time management, so as to analyze the causes and put forward corresponding educational measures. Secondly, to help the students of Leiyang West Lake School to manage their time effectively. Through the questionnaire survey, the current situation of time management of primary school students was analyzed, and according to the survey results, the corresponding training strategies and mechanisms were proposed, so as to strengthen students' learning time management concept, improve the ability and level of primary school students' time management, and provide help for effective time management of students in the school.

3. Survey Methods and Objects

3.1 Investigation Methods

The survey method used in this survey is a questionnaire survey method, which mainly investigates the learning time management of students in grades 1 to 6. Through the self-compiled questionnaire, the content of the survey mainly includes three parts: first, the basic situation of students, second, students' time management tendency, and third, students' time allocation and utilization.

3.2 Subjects of the Investigation

In this study, a random sampling method was adopted to select 25 students from each of the primary schools 1 to 6. Among them, 64 boys and 62 girls participated in the survey.

3.3 Analysis of the Cause of the Problem

(1) Students have not yet formed a habit of managing their study time

According to the questionnaire, 26.19% of the students in Leiyang Xihu School "often arrange their own study time", 65.08% of the students "sometimes arrange their own study time", and 8.73% of the students "never arrange their own study time". On the issue of procrastination, 11.11% of the students believed that they did have procrastination problems, 35.71% of the students believed that they did not procrastinate problems, and 53.17% of the students believed that they sometimes had procrastination problems. From this, it can be concluded that most students do not have a fixed idea arrangement for the management of study time, and lack initiative and enthusiasm. Supervision from teachers and parents is required.

(2) Students' time allocation is not fixed

According to the questionnaire, after completing school assignments, 31.75% of the students "reviewed and previewed", 27.78% of the students "read extracurricular books", 5.56% and 1.59% of the students "slept" and "did nothing" respectively, and 33.33% of the students chose to do other things. After school, 30.95% of the students arranged their own time, 26.19% of the students arranged their own time, and 42.86% of the students arranged their own time and sometimes their parents arranged their own time. It can be seen from this that the arrangement of the school's students in terms of time allocation is not fixed and is unstable.

(3) The development of after-school services has not been linked to the concept of quality education

60.32% of the students in the school voluntarily signed up for the after-school services provided by the school, 28.57% of the students were prompted by their parents, and 11.11% of the students did not sign up for the after-school services. Nearly two-thirds of students believe that participating in after-school services has helped them a lot in their learning. Although the development of after-school services at the school is still in its infancy, it is relatively smooth, and most of them can actively and

seriously participate. Regarding the school's after-school service courses, 34.92% of the students hope that the after-school service can arrange more courses related to textbook knowledge, and the proportion of students who want to arrange courses such as art and physical education is the same as that arranged by random schools

(4) Generational parenting leads to a lack of education in time management

According to the survey, 38.1% of the school's students are mainly taken care of by their grandparents or grandparents, and most of their parents go out to work. Grandparents or grandparents are old, and most of them are more than enough to educate their children, and the intergenerational parents cause them to spoil their children, resulting in them being uncontrolled at home, thus wasting a lot of learning time, and being relatively weak in time management.

4. Strategies for Improving the Efficiency of Primary School Students' Learning Time Management

4.1 Students: Improve the Ability of Time Management

1. Strengthen the awareness of time management
Primary school students should establish correct time values and strengthen their awareness of time management. Individuals' time values and time management consciousness have a guiding effect on their time management behaviors. [7] Primary school students are in the critical period of growing their bodies, learning knowledge, and shaping their personalities, so they should realize that time is a precious resource that cannot be found, understand the concept that time is gone, strengthen the concept of time management, and gradually develop the habit of making good use of every second at school and at home. By making effective use of your own time, you can make your study and life more regular and meaningful.

2. Master the methods of time management

According to the questionnaire, primary school students do not pay enough attention to the knowledge and methods of time management, and students in Westlake School should actively learn the methods of time management and increase their knowledge of time management.

4.2 Schools - Enhance Education on Learning

Time Management

Schools should implement the education of learning time management into teaching behavior, carry out the education of cherishing time, and guide students to learn and master the methods of time management. Tell students about time management cases, so that students can learn how to manage time from the cases. Teachers can also use role models in their teaching processes, and the role models set by teachers can be historical figures, social figures, teachers themselves or other students who are good at time management. Teachers should encourage students to observe and learn about the people and things around them, and learn how to manage time.

4.3 Family: Strengthen Attention and Communication With Children

The survey shows that the main body of parenting in many families is grandparents and grandmothers, but the education methods of the older generation are not suitable for the current students' learning and life, and the intergenerational parenting cannot replace the education of parents, even if parents are busy with work, they should give their children effective and full attention and guidance. Secondly, parents' attention and guidance to their children should stop at being effective, not overly intervening, if they interfere too much in their children's affairs, it will affect their children's autonomy and independence, so the guidance of children's time management must be grasped well.

4.4 Society - to Create a Positive Environment

Society should actively create an environment conducive to primary school students' self-time management, and unite with schools and families. Through the establishment of various forms of education and learning for parents, parents are guided to establish a correct concept of education and time. Communities and schools are required to pay more attention to the time management of primary school students, discuss scientific improvement measures, and enable students to develop good study habits.

5. Epilogue

Through the investigation and analysis of primary school students' learning time management, this paper finds that the students in the school have not yet formed a "habit" of learning time management, the students have no clear concept of time management, and the students in the school are still free in time allocation, but they are not scientific in time allocation, and the after-school service of the school is only limited to the courses related to book knowledge, which does not stimulate the enthusiasm of the students. In view of the above problems, some strategies for improving the efficiency of learning time management were put forward for the students of Leiyang Xihu School. Of course, there is more to learning time management than meets the eye, and needs to be discovered in practice. At the time of writing, due to the limited ability of the author, there are many shortcomings, such as the understanding of learning time management is not comprehensive enough, and the design of questionnaire questions is not rigorous enough. In future research, it will be strengthened.

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