

Strengthen the Cultivation of Students' Time Management Ability Based on the Theory of "Matthew Effect"

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ABSTRACT

Since the introduction of the new crown epidemic and the "double reduction" policy, China has accelerated the process of quality education reform, but problems such as weak student time management skills and academic delays have also been exposed. To achieve the goal of reducing the burden while not reducing the learning effect of students, it is necessary to start from kindergarten and run through the entire compulsory education and higher education stages to improve students' time management ability. At present, the difference in the efficiency of students' time utilization is expanding, and the overall sample shows a significant polarization. This phenomenon of expanding differences is in line with the characteristics of the "Matthew Effect". This article analyzes the problems of students' time management ability from the negative impact and causes of the "Matthew Effect", and concludes that the hedging principle of the "Matthew Effect" can be used to strengthen student time management and scientifically design teaching plans to optimize time. Use efficiency and improve students' time management ability in stages according to the law of growth. This study will help educators to overcome the negative influence of "Matthew Effect" in the process of students' time management, improve students' time management ability, and alleviate the problem of academic delay.

Keywords: "Matthew Effect", time management, academic procrastination, student development

1. INTRODUCTION

The new crown epidemic has accelerated the reform of education, and the online and offline education model has rapidly spread across the country. However, problems such as the weak time management ability of students and academic delays have been exposed. For many years, the problem of students' academic procrastination has been a stubborn disease that plagued parents. The implementation of the "double reduction" policy in July 2021 aims to further reduce the burden of students' homework and off-campus training during the compulsory education stage and improve the quality of education and teaching. Recently a large number of education reform policies have been promulgated and quality education reforms have continued to advance. The double reduction policy cannot be simply understood as reducing students' learning time and learning content, but should focus on improving students' time management capabilities, rationally arranging learning content, and improving learning efficiency. It does not reduce the student's learning effect while reducing the burden. Therefore, it is necessary to start from kindergarten and run through the entire compulsory education and higher education stages to improve students' time management ability.

2. THE NECESSITY OF STRENGTHENING STUDENT TIME MANAGEMENT

The concept of time management tendency was first proposed by Britton B.K. and Glynn S.M. (1989)[1] and others, who divided time management into different dimensions. The main task at the macro level is to determine the sequence of goals, sub-goals, and listed goals in the time management process. The main task of the middle level is to determine the sequence of tasks and subtasks of time management. The main task at the micro-level is to arrange and execute time management tasks. Domestic scholars have also defined the concept of time management tendency. For example, Xiting Huang and Zhijie Zhang (2001)[2] used the three dimensions of time value, monitoring, and efficacy to divide time, and believed that time management tendency is a personality characteristic.

The "Notice of the General Office of the Ministry of Education on Strengthening the Management of School Work in Compulsory Education" issued in 2021 clearly stated that teachers should cultivate students' independent learning and time management abilities, and adopt effective measures to help students plan their time and

form good time management habits. Improve learning efficiency and effectiveness, and relieve symptoms of academic procrastination. At present, the problem of students' academic procrastination is very prominent. While academic procrastination affects learning efficiency, it is also accompanied by negative emotions such as self-blame and anxiety, which is not conducive to the formation of students' healthy personalities. Student time management has become an important part of school education. Relevant studies have shown that students' time management ability is positively correlated with learning effects[3]. From teaching practice, it is found that in the whole learning process, the difference in the efficiency of time utilization of students is constantly expanding. Students who are self-conscious and know how to plan and manage their time will continue to improve their time utilization efficiency as time increases; on the contrary, they do not understand. For students who plan and manage time, the efficiency of time utilization is getting lower and lower, and the overall sample shows a significant polarization[4]. This phenomenon of expanding differences is in line with the characteristics of the "Matthew Effect".

3. ANALYSIS OF THE REASONS FOR THE "MATTHEW EFFECT" OF STUDENTS' TIME MANAGEMENT ABILITY

In 1968, Robert K. Merton first proposed the concept of the "Matthew Effect". After that, academia used qualitative and quantitative research methods to carry out a wealth of research on the "Matthew Effect" in the fields of science and technology, economy, and education. At present, the "Matthew effect" has become a commonly used term in economic and social studies, describing the phenomenon that the strengths and weaknesses in a certain field are polarized and present an unbalanced distribution, and the degree of this difference is increasing. General Secretary Xi Jinping once discussed the "Matthew Effect" in the field of education in the article "How We Should Run Education Well". The article points out that the performance of the "Matthew Effect" in the field of education is essentially a vicious circle of "poor" and "stupidity" mutual cause and effect. He also emphasized that the poorer the place, the more education needs to be done, and the poorer the place is, the poorer it is. Relevant studies in the field of education have confirmed that there is also the "Matthew effect" in students' learning ability, and there is a phenomenon of students' "scholastic ability stratification". There is also a significant relationship between the achievement of students and their educational background. The gap in the educational background leads to the strengthening of the "Matthew effect" of student achievement. The production of the "Matthew Effect" is affected by factors such as initial endowment, accumulated advantage, and first-mover advantage.

Student management can be divided into internal and external levels. External management is to restrict students

through the production of regulations, systems, codes, etc. The focus of external management is to clearly stipulate students' homework and practice time in class and after class. Internal management is student-centered. following the growth law of students to meet the subjective needs of students and focusing on better planning and utilization of students' study time. The more efficient students use time, the more time available for planning, and the better the management effect. Students with relatively weak time management skills are more likely to relax their self-management and gradually form a vicious circle.

The subjective and objective environment of student management is constantly changing, which makes the "Matthew Effect" have a negative impact on student time management. Teachers' carefully arranged teaching plans and student-oriented self-management are transforming students' time management abilities. Students' ability to use time effectively is a manifestation of comprehensive qualities. In order for students to have this ability, students need to comprehensively train their thoughts, will, and skills, and summarize and think about the deficiencies in the training process to optimize and improve their autonomous time management ability. The current problems in the process of student management show that there is no difference in the constraints on students, but students' perception of time is different, and the efficiency of time management is also different. Students with poor self-discipline need to strengthen the constraints of external management to fundamentally cut off the negative impact of the "Matthew Effect" and prevent its spread. Strengthen admonishment education, when students' use of time deviates from the normal direction, they must be corrected in time to avoid recurring mistakes, leading to the solidification of procrastinating behavior.

4. STRATEGIES TO STRENGTHEN THE CULTIVATION OF STUDENT' TIME MANAGEMENT ABILITY

In the process of cultivating students' time management ability, teachers should work hard to reduce the negative influence brought by the "Matthew Effect". First of all, we must pay attention to the habits caused by nature. These habits are the reasons for the low time management ability and the negative impact of the "Matthew Effect". Second, beware of labeling students negatively. When the outside world positions students, for example, repeated behaviors such as insulting nicknames among classmates, it will weaken the students' sense of self-resistance and even accept this distorted fact[5]. Finally, we must pay attention to the cultivation of students' own quality. When students have good overall qualities, they can automatically resist bad temptations, which weakens the negative influence of the "Matthew Effect".

4.1. Use the "Matthew Effect" Hedging Principle to Strengthen Student Time Management

The "Matthew Effect" conforms to the law of the development of human nature, and it is difficult to completely eliminate its negative effects[6]. Then, we can solve this problem from another angle, and make good use of the positive impact brought by the "Matthew Effect" to offset the negative impact. First of all, strengthen the construction of the psychological level of student management. Focus on the psychological activities of students, and guide students to pay attention to their own psychological state, and exercise their super psychological quality. Secondly, the different personalities of the students should be taken as the foothold of education. Although the cultivation of students' time management ability is based on students, the guidance of teachers is also particularly critical. Teachers should believe that students have unstimulated potential, and let students realize the importance of time so that when the "Matthew effect" appears, their negative tendencies can be transformed into positive tendencies. Finally, it is necessary to guide education as the guiding ideology. Some students cannot rely on themselves to complete time management well. They should study the motivations of their bad behaviors and their future growth trends, and conduct targeted and efficient guidance.

4.2. Strengthen Teaching Management and Optimize Time Utilization Efficiency

The "Matthew Effect" will cause serious polarization among students, making the outstanding ones better and the mediocre ones even more mediocre. To reverse this unfavorable situation, it is necessary to strengthen teaching management. First, monitor the student's learning environment. According to the students' own characteristics, the training plan is formulated, and the students are the core for teaching management. The teacher is responsible for external environmental monitoring, and promptly corrects the problems that arise in the process of training the students' time management ability. Second, establish reasonable time utilization evaluation indicators. The "Matthew effect" can be revealed in the development of students' time management ability, usually, because students consume time, but it is difficult to find the reason for the loss of time, which leads to the efficient advancement of time management. This requires education practitioners to scientifically standardize evaluation indicators based on the characteristics of students, distinguish learning tasks according to importance and urgency, help students to coordinate and plan to learn tasks, and improve time management capabilities. Finally, we must build a collaborative management framework. The cultivation of students' time management ability requires the cooperation of teachers, students, and parents. Teachers are mainly responsible for formulating time management

plans. Parents should assist in the management and give full play to the students' initiative to ensure the effective implementation of the plan.

4.3. Cultivating Time Management Ability in Stages According to the Growth Law of Students

In the process of managing students, the "Matthew Effect" will induce teachers to divide students into two extremes, mistakenly confuse differentiation and classification, go against the educational ideology of having no class, and combine the positive influence brought by the "Matthew Effect"[7]. Negative effects are equated with the differences of students themselves, without considering the individual differences of students. Therefore, teachers should understand the level of time management ability corresponding to the different growth stages of students, and be able to accurately classify students and prescribe the right medicine. First of all, it should be classified according to the physiological differences between men and women. Boys often lack goals in the process of time management, and cannot introspect and plan to learn tasks well. Girls can be more conscious in the early stages of time management. Therefore, girls often show a positive influence in the "Matthew effect" of time management ability, while boys have the opposite. However, boys' psychological qualities are better than girls. When faced with external doubts, emergencies, and other factors that are prone to psychological fluctuations, girls who encounter setbacks are more likely to give up. Boys rely on stronger resistance. The pressure capacity can reduce the adverse effects brought about by the "Matthew Effect". Secondly, it should be classified and cultivated according to the growth stage of the individual students. The growth process of students is also the process of realizing the transformation of natural persons into social persons. Teachers should study the characteristics of different stages of student socialization and conduct targeted educational interventions.

5. CONCLUSION

It is an objective fact that there is a "Matthew effect" in the process of cultivating students' time management ability. Therefore, in the process of cultivating students' time management ability, attention should be paid to the growth of individual students and effective incentives. Based on the "Matthew Effect" theory, it is necessary to propose targeted time management ability training strategies. Educators should strive to overcome the negative effects of the "Matthew Effect" in the process of student time management and improve students' time management ability to alleviate problems such as academic delays.

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