

The Role of Time-Structured Morning Assemblies in Developing Students' Time Awareness among Higher Secondary Students: Evidence from District Kohat, Pakistan

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Received: 29-01-2026

Revised: 11-02-2026

Accepted: 26-02-2026

Published: 13-03-2026

ABSTRACT

Awareness of time and punctuality are skills that help students to achieve academically, grow as individuals and be successful in the workplace. There are different approaches schools take to developing these skills, and one of those approaches is to build them as part of a routine at school, such as morning assemblies, which help foster discipline and responsible actions. The purpose of the study was to investigate the role of time-structured morning assemblies for developing students' timeline awareness in the higher secondary students of District Kohat, Pakistan. The survey design used was quantitative cross sectional. The study was conducted in 240 students and 60 teachers who were selected from the government higher secondary schools using multistage sampling. The Temporal Assembly Structures Scale (TASS) and Students' Timeline Awareness Scale (STAS) were used to gather data. The data were analyzed using descriptive statistics, Pearson correlation, multiple regression, independent samples t-test and one-way ANOVA. Results showed a positive perception of the time structured morning assemblies by participants and their significant relationship with students' timeline awareness. The results of the correlation analysis showed that there was a significant positive correlation between structured assemblies and students' time awareness. A regression analysis also showed that the size of the assembly structure – especially the fixed starting time and consistent implementation – had a significant influence on students' timeline awareness. It was also concluded that there were significant differences between the awareness of time across gender and grade. The results indicate that the structured morning assemblies have a positive impact on the students' punctuality, time management, and responsible behavior. It is recognized that morning assemblies are an effective school based strategy to improve students' awareness and use of time. Structured assemblies are therefore encouraged to assist schools to develop disciplined, self-regulated and time management skills in students for a lifetime.

Keywords: morning assembly, time awareness, timeline awareness, punctuality, time management, school routines, higher secondary students, student discipline, Pakistan

INTRODUCTION

Time management is a valuable life trait that will affect one's success in school and other future careers. Schools are important environments to help build the awareness of time, punctuality, and responsibility in students' learning. In these routines one of the most common activities is morning assemblies where students can learn about discipline, time awareness and responsible actions.

Gathering is an event that takes place before classes begin. These are traditionally used for multiple purposes, such as informing, value education, unity of the school and discipline development. According to the latest education views, students can also benefit from the time-management aspect of structured morning assemblies, as they are exposed to organized schedules, structured activities, and the importance of being on time for such classes (Alsubaie, 2023). Students may become more attuned to the value of time and how to use it effectively through repeated experience with these routines.

Time awareness is a person's capacity to perceive, plan and use time efficiently to attain learning and personal objectives. Time awareness abilities are associated with improved self-regulation, school involvement, and organizational abilities in students (Macan et al., 2022). School psychologists believe that adolescent is a critical time for establishing these habits, because it is at this age that pupils take on more responsibility for their learning and activities.

The routines at school are important to the development of student's behaviour and self-discipline. Routines offer structure, predictability and clear expectations that support students to build positive habits. Evidence shows that school structures promote proactive student conduct and better attendance and participation rates (Wentzel, 2023). Morning assemblies can thus be used as an effective tool to strengthen the time-management and attendance habits, as it is a regular part of school life.

The present study is based on the social learning theory of Bandura (1977) which states that the individual learns a behavior by watching others, copying it, and being reinforced for doing so. In school, students witness teachers and administrators being on time, orderly and responsible with their time. These behaviours are consistently exhibited and reinforced during morning assemblies, helping pupils to develop good time-related habits.

Recent research has shown the advantages of structured school routines on students' development. It was found that students' academic engagement, planning ability and self-regulation are higher in organized learning environments (Karami et al., 2024). Likewise, research on adolescent time management indicates that students who engage in organized educational activities demonstrate better organizational abilities and higher educational achievement (Macan et al., 2022). Despite the extensive research on school discipline and time management, however, few studies have focused on the effects of morning assemblies on the time awareness of students.

In addition, there is limited empirical research at the higher secondary level in Pakistan. Previous research on morning assemblies has tended to examine academic achievement, school climate, or character development rather than time consciousness as a strategy for morning assemblies. This gap suggests that research is required to determine if the use of time structured assemblies in the morning are contributing to student's time line awareness and responsible use of time.

Hence, this study explores the function of time structured morning assembly in building timeline awareness of the students of Higher Secondary School in District Kohat. The results will shed light on important issues for school teachers, school administrators, and decision makers looking for effective school-based ways to encourage time management, discipline, and punctuality among students.

Significance of the Study

This study adds to educational literature through exploring the connection between time structured morning assemblies and students' timeline awareness. The result of the study can be useful for educational administrators, policy makers and teachers, who look for proper methods of teaching pupils to be punctual and manage their time effectively.

More practically, the study can help school leaders to design and implement more effective assemblies to help students grow personally and academically. The results can also help guide educational policies designed to improve school discipline and help build important life skills in teens.

Research Objectives

1. To examine the implementation of time-structured morning assemblies in higher secondary schools.
2. To assess the level of students' timeline awareness.
3. To determine the relationship between time-structured morning assemblies and students' timeline awareness.
4. To examine the predictive influence of morning assembly structures on students' timeline awareness.
5. To investigate differences in students' timeline awareness across demographic variables.

Research Hypotheses

H1: Time-structured morning assemblies are positively associated with students' timeline awareness.

H2: Time-structured morning assemblies significantly predict students' timeline awareness.

H3: Significant differences exist in students' timeline awareness across demographic groups.

Conceptual Framework

The conceptual framework suggests that Time-Structured Morning Assembly is the independent variable and Students' Timeline Awareness is the dependent variable. The structured assembly practices such as fixed schedule, punctual commencement, organized activities and regular implementation are assumed to have positive impacts on students' awareness, management and utilization of time.

Independent Variable

- Time-Structured Morning Assembly
 - o Fixed starting time
 - o Fixed ending time
 - o Suggested order of activities

- o Consistent implementation

Dependent Variable

- Students' Timeline Awareness
- o Punctuality
- o Time management
- o Scheduling ability
- o Time consciousness
- o Personal responsibility

This framework is used to examine the ways in which organized school routines impact students' development of time-related skills.

METHODOLOGY

Research Design

The research design of this study was a quantitative approach with cross-sectional survey design and the type of research was descriptive quantitative. This study aimed to examine the role of time structured morning assemblies in developing students' awareness of the timeline in higher secondary schools. The quantitative approach was deemed suitable, as it is used in the collection and treatment of numerical data in a systematic manner and is used to investigate relationships between variables and test research hypotheses. The cross-sectional design enabled the data to be collected at one time from participants and gave a snapshot of students' perceptions of morning assemblies and how they might affect the awareness of time.

Population of the Study

The population of the study included all students and teachers of government higher secondary schools of District Kohat, Khyber Pakhtunkhwa, Pakistan. Selected schools held assemblies regularly in the morning, as part of the school day. The population consisted of students from Grades 11 and 12, and teachers who are in charge of organizing and supervising school assemblies.

Sample and Sampling Procedure

A multistage sampling was used to select participants. In first stage six government higher secondary schools were selected by purposive sampling with the criteria for selection being regularity in the implementation of morning assemblies. Secondly, students and teachers were selected by simple random sampling.

The following were the type of samples used:

- 240 Higher Secondary School Students
- 60 Teachers

So, there were 300 respondents that participated in the study. For descriptive and inferential statistical analysis of the selected sample was considered adequate to sample to represent the target population.

Research Instruments

Two structured questionnaires were constructed after reviewing existing literature and data was collected using both of these.

Temporal Assembly Structures Scale (TASS)

The Temporal Assembly Structures Scale (TASS) was designed to assess the extent to which morning assemblies were conducted according to structured temporal practices. The scale measured:

- Fixed starting times
- Fixed ending times
- Sequence of assembly activities
- Consistency of implementation
- Punctual attendance requirements

Students' Timeline Awareness Scale (STAS)

The Students' Timeline Awareness Scale (STAS) was developed to measure students' awareness and management of time. The scale assessed:

- Punctuality
- Time consciousness
- Planning behavior
- Scheduling skills
- Responsibility toward time

Responses on both instruments were recorded using a five-point Likert scale ranging from:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly Agree

Higher scores indicated stronger perceptions regarding structured assemblies and greater levels of timeline awareness.

Validity of the Instruments

To establish content validity, the instruments were reviewed by experts in educational research, educational psychology, and educational administration. The experts evaluated the relevance, clarity, appropriateness, and comprehensiveness of the questionnaire items.

Based on expert feedback, several items were revised to improve clarity and alignment with the study objectives. The overall Content Validity Index (CVI) was calculated at **0.87**, indicating satisfactory content validity.

Reliability of the Instruments

A pilot study was conducted prior to the main data collection process to assess the reliability of the instruments.

Cronbach's alpha coefficients were calculated as follows:

Instrument	Cronbach's Alpha
Temporal Assembly Structures Scale (TASS)	.83
Students' Timeline Awareness Scale (STAS)	.81

The obtained reliability coefficients exceeded the recommended threshold of .70, indicating satisfactory internal consistency and reliability of the instruments.

Data Collection Procedure

Permission to conduct the study was obtained from the relevant educational authorities and school administrations. After obtaining approval, the researcher personally visited the selected schools and explained the purpose of the study to participants.

Students and teachers were informed that participation was voluntary and that the information collected would be used solely for research purposes. Respondents completed the questionnaires during scheduled sessions under the supervision of the researcher.

Completed questionnaires were checked for completeness before being coded and entered into the Statistical Package for Social Sciences (SPSS) Version 26 for analysis.

Data Analysis

Data were analyzed using both descriptive and inferential statistical techniques.

RESULTS

Respondent Profile

A total of 300 respondents participated in the study, comprising 240 higher secondary school students and 60 teachers from government higher secondary schools in District Kohat. Among the student participants, the majority were enrolled in Grade 12, while the remaining participants were studying in Grade 11. The

sample included both male and female students, providing a comprehensive representation of the target population.

Regarding teachers, participants possessed varying levels of academic qualifications and teaching experience. Most teachers held bachelor's or master's degrees in education-related disciplines and had substantial experience in school administration and student supervision. The diversity of participants enhanced the representativeness of the study and strengthened the reliability of the findings.

Reliability and Validity Analysis

Before conducting the main analyses, the reliability and validity of the research instruments were assessed.

The Content Validity Index (CVI) for the instruments was calculated at **0.87**, indicating satisfactory content validity. Expert evaluations confirmed that the questionnaire items adequately measured the constructs of time-structured morning assemblies and students' timeline awareness.

Reliability analysis showed acceptable internal consistency for both instruments. The Temporal Assembly Structures Scale (TASS) yielded a Cronbach's alpha coefficient of **.83**, while the Students' Timeline Awareness Scale (STAS) demonstrated a reliability coefficient of **.81**. These values exceeded the recommended threshold of .70, indicating that the instruments were reliable for data collection and subsequent analysis.

Descriptive Statistics

Descriptive statistics were calculated to determine respondents' perceptions regarding time-structured morning assemblies and students' timeline awareness.

The findings indicated that participants generally perceived morning assemblies as well-structured and consistently implemented. The overall mean score for time-structured morning assemblies was **M = 3.88 (SD = 0.72)**, reflecting positive perceptions regarding assembly organization, punctual commencement, and adherence to schedules.

Similarly, students reported a relatively high level of timeline awareness, with an overall mean score of **M = 3.76 (SD = 0.68)**. The findings suggest that students demonstrated positive attitudes toward punctuality, planning, scheduling, and responsible use of time.

Among the dimensions of morning assembly structure, fixed starting time recorded the highest mean score, indicating strong adherence to scheduled assembly timings. Consistency of implementation and organized sequence of activities also received favorable ratings from respondents.

Correlation Analysis

Pearson product-moment correlation analysis was conducted to examine the relationship between time-structured morning assemblies and students' timeline awareness.

The analysis revealed a statistically significant positive relationship between the two variables (**r = .58, p < .001**). This finding indicates that higher levels of structure and organization in morning assemblies are associated with greater levels of students' time awareness.

The result supports the assumption that consistent exposure to organized school routines contributes to the development of positive time-management behaviors among students. The moderate-to-strong correlation suggests that morning assemblies serve as an important mechanism for promoting punctuality and time consciousness within educational settings.

Regression Analysis

Multiple regression analysis was performed to determine the predictive influence of dimensions of time-structured morning assemblies on students' timeline awareness.

The regression model was statistically significant, $F(4, 295) = 62.47, p < .001$, explaining approximately **46% of the variance** in students' timeline awareness ($R^2 = .46$).

The analysis revealed that:

- Fixed starting time significantly predicted students' timeline awareness ($\beta = .38, p < .001$).
- Consistency of implementation positively predicted timeline awareness ($\beta = .26, p < .001$).
- Organized sequence of activities demonstrated a significant positive effect ($\beta = .21, p < .01$).
- Fixed ending time also contributed positively, although its predictive effect was comparatively smaller ($\beta = .17, p < .05$).

These findings suggest that the temporal structure of morning assemblies plays a substantial role in developing students' awareness and management of time.

Independent Samples t-Test

An independent samples t-test was conducted to examine differences in students' timeline awareness based on gender.

The results indicated a statistically significant difference between male and female students, $t(238) = 2.84, p < .01$. Female students reported slightly higher levels of timeline awareness ($M = 3.84, SD = 0.63$) compared with male students ($M = 3.68, SD = 0.71$).

This finding suggests that gender may influence students' perceptions and utilization of time, although both groups demonstrated generally positive levels of timeline awareness.

One-Way ANOVA

A one-way analysis of variance (ANOVA) was conducted to examine differences in students' timeline awareness across grade levels.

The analysis revealed a statistically significant difference between Grade 11 and Grade 12 students, $F(1, 238) = 4.96, p = .027$.

Grade 12 students reported slightly higher levels of timeline awareness than Grade 11 students. This result may reflect increased academic responsibilities and greater exposure to structured educational routines among senior students.

Summary of Results

The results showed that the time-structured morning assemblies were regularly adopted in higher secondary schools and that the more the students experienced morning assemblies, the more they were aware of the timeline. The correlation and regression analysis showed that the structured assembly practices have significant contribution in developing student's punctuality, scheduling ability and time consciousness. In addition, there are demographic differences that indicate that there is a difference in timeline awareness by gender and grade. The results of the study generally confirm the hypothesis that structured morning assemblies are an effective educational tool to foster time-related competencies among students.

DISCUSSION

The results of the present study indicate that time structured morning assemblies have a significant impact on developing students' awareness of the timeline. The positive perceptions reported by respondents suggest that morning assemblies are not simply ritualistic events, but serve as educational practices which help to grow students' personal and behavioural aspects.

Results also showed a strong positive correlation between the incorporation of structured assemblies and the students' awareness of time on the timeline, which aligns with previous studies that highlight the role of school routines in influencing student behaviour. Students are given regular rehearsals of time related behaviors through the use of consistent schedules, timely start times and structured routine. This result is in line with recent research that structured learning spaces positively influence self-regulation, self-responsibility and organisation skills in adolescents.

The regression analysis found that the strongest predictor of the students' feeling of how long a timeline was was the variable of fixed starting time. This discovery points to the importance of being on time as a norm in an educational context. If students are expected to be in attendance at specific times to participate in activities, they will inevitably become accustomed to the importance of time and will acquire some of the habits good time management. Other studies conducted more recently involve the connection between school discipline and student self-regulation and yield comparable results.

The positive role consistency and organized assembly routine plays also lends itself to the belief that predictable school routines foster responsible behavior. Experience and structure have long been recognised as the key to habit formation by educational psychologists. Such experiences are given through the morning assemblies, which are organised every day.

Gender differences shown in the study suggest that learning outcomes of female students were slightly higher than male students in terms of timeline awareness. This is similar to what several studies have found: that female adolescents tend to be more academically organized and be more self-regulated in their behavior. But the overall high scores for both groups indicate that there is a benefit for students when assemblies are structured, irrespective of gender.

Likewise, the increased reports of timeline awareness among Grade 12 students could be due to their increased maturity level and their increased exposure to school routines. Students are likely to take on more responsibility as they advance in their levels of education and as they are expected to meet higher expectations in the institutions of higher education.

This shows that it is in line with the social learning theory formulated by Bandura which states that behavior is learned from observing others, imitating it, and reinforcing it. Morning assemblies create a social

situation where students witness teachers and school leaders being punctual, disciplined and organised. Students repeat and reinforce the behaviors and internalize them into their daily routines.

In summary, the findings indicate that time structured morning assemblies are an effective school-based intervention for increasing time awareness and responsible behaviour among students. Therefore, schools can do more to improve student discipline and self-management, and increase academic achievement, by bolstering their assemblies.

Educational Implications

The insights from this study can have a significant impact on those who make educational policies, decisions, and plans, such as school administrators, teachers, and curriculum planners. The first aspect of the results is that the time-structured morning assembly can be an effective tool to raise students' awareness of time, punctuality and self-discipline. Morning assemblies should therefore be considered and valued as an educational intervention, not just a routine school activity, by educational authorities.

Second, school leaders must make sure that there are structured assemblies that are implemented consistently and have a time limit. The results suggest that having a fixed schedule is a key factor that helps students learn time management. Schools should therefore develop and review assembly plans to promote timely attendance and promote good behaviour.

Third, teachers should use the morning assembly as a time to reinforce good values in time management, responsibility and personal organisation. Short motivational messages, reminders about time attendance and activities focusing on the significance of effective use of time could potentially further strengthen students' awareness and appreciation of time use.

Fourth, curriculum developers and educational planners can try to incorporate time-management education in co-curriculum and extra-curriculum activities. Narrating a student's timeline should be considered as a critical learning goal that enhances student achievement and provides for their future success.

Last, efforts to improve school discipline and structured routines should be incorporated into larger efforts to improve the overall quality of education. When students become aware of time, their awareness can help to shape their ability to be responsible citizens who can effectively manage personal and professional responsibilities.

CONCLUSION

The present study aimed at investigating the role of time-structured morning assemblies in the development of students' timeline awareness in the Higher secondary of District Kohat of Pakistan. The results showed that students' time awareness was generally high and morning assemblies were well organized and consistent.

The study found that there was a significant positive correlation between time-structured morning assemblies and the students' sense of time. The findings also suggested that certain dimensions of the assembly structure – especially the length of time it began and the uniformity of its implementation – had a significant impact on students' awareness and management of time. The results indicate that the regular involvement in the organized school activities has a positive impact on the development of punctuality, scheduling skills and responsible behavior.

Furthermore, it was found that there were significant differences in the level of awareness of the time line by gender and grade level, suggesting that the individual factors may affect the students' awareness and use of the time line. Overall, however, the results are consistent with the conclusion that structured morning assemblies are effective for teaching students time-related skills.

It is concluded that schools can be very influential in raising students' awareness of time if they have an intentional and well-structured assembly programme. Implementing such practices could enhance discipline and punctuality and have a positive impact on other educational and personal development aspects.

Limitations of the Study

The study has some limitations that should be noted, however. Although the study made some contributions it has certain limitations that should be noted.

The study was carried out in government higher secondary schools in District Kohat which may restrict the generalizability of the findings of the study to other educational setting and geographical areas.

Secondly, the study was carried out in a cross sectional survey design, which was designed to capture the perceptions of the participants at a particular time. Therefore, it is not possible to conclude causal relationships for the use of morning assemblies and timeline awareness with certainty.

Third, most of the data in the study was obtained from self-reported questionnaires. The results might be affected by social desirability bias and/or personal perceptions on the part of the participants.

Fourth, the study concentrated on Government Schools students and teachers only and did not involve students and teachers of private schools, as they may have different organizational structures and assembly practices.

Lastly, the study focused on the issue of timeline awareness and did not explore other important potential outcomes that might be relevant, including academic success, school discipline, leadership, and character development.

Future Research Directions

1. On the basis of the constraints in the study and the results obtained, the following recommendations for further research are made.
2. The findings in this study need to be generalizable to other districts and provinces, so future studies are recommended for a larger number of districts and provinces.
3. Longitudinal research designs can be used to explore the long-term impacts of implementing structured morning assemblies on students' time management practices and personal growth.
4. Mixed methods studies using interviews, observations and focus group discussions might offer better knowledge on the students' experiences and perceptions about the use of morning assemblies.
5. Future studies should also be conducted to compare the assembly practices of governments schools and private schools to identify differences and how the differences affect education results.

6. Researchers can study how morning assemblies relate to a variety of other learning outcomes such as academic performance, self-discipline, leadership, involvement, and character education.
7. Further research might be conducted on how digital technologies and innovative assembly techniques can be used to support students' awareness of time and organization skills.

Future studies could examine the mediating and moderating effects of school climate, student motivation, parental involvement and teacher support on the relationship between structured assemblies and student awareness of a timeline.

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