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An Investigation of the Influences of Time Management on Students Academic Performance

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Abstract

The major purpose of the study was to investigate the factor of time management on the performance of undergraduates at university level. The research objectives of the study were; to find out the awareness of students regarding time management, to investigate the time management of students regarding management of weekly activities and to assess the impact of time management on undergraduate's success. The population was selected all students at Abdul Wali Khan University Mardan. Among the departments at university, four sample departments were selected through Random sampling technique and the data was collected from undergraduate students regarding the constructs of time management. Britton and Tesser (1991) scale was used to calculate the data and the academic success results of the undergraduates were collected from the Examination section with the permission of the controller of the Universities. Chi-square test was applied to analyses the data following the statistical procedure through SPSS.16. The data was tabulated and interpreted accordingly. The major finding of the study revealed that p-value was statistically significant and was find the positive relationship between time management and the undergraduate academic success. It was illustrated that due to positive association between the time management and academic success of undergraduate the students can enhance their learning capacity. Therefore, it was recommended that seminars and workshops should be frequently arrange for the Undergraduates as well as university teachers to utilize their precious time in academic activities properly.

Keywords: Time Management, Weekly Plan, Academic Achievement

Introduction

Intellectuals of different periods had defined the importance of time in different word; Plato measured it as a standard and rule in the world whereas Aristotle explained the basic scale of measuring motion (Kelly, 2018). Some other scholars considered such a precious source that is provided in the same magnitude to every person in this universe (Ancona et al., 2015). Its dispersal dissemination is in equal amount to all beings. These researchers put their view as its use is totally reliant on the person skills.

As Cole (2002) argued that the key to success is completely dependent on proper Time Management and further linked it with learning ability, coordination and financial arrangement. It has been accepted that Time Management can create simplicity in task achievement according to the situation and topic. Working in sequential and systematic way can enhance our performance because time is same for everyone and it is mandatory for us it properly. Kelly (2018) clarified that it is frequently a specific tricky and often individuals know about the significance of time application mechanically. He emphasized that task achievement can only possible if we schedule proper time for every task.

It was observed that most of the people are consistently performing numerous tasks and complaining about shortage of time. It has been observed that mostly people feel pressure as they face time management issues. It has been noticed that many educationalists knew the significance of time management in educational curriculum (Anchona et al., 2015). A significant portion of literature suggests that exercise of proper management is verily important for students. Proper time

management is a significant to achieve progress in academics and earn good scores. Johnson and Dick (2019) explained that poor time management brings bad results for students and professionals as well.

Background of the Study

At university level it is mandatory for the students to complete the assigned tasks within the allocated time frame. Currently, students are faced with manifold responsibilities and social applications dilemma. Iheanacho (2002) concluded that in modern day world, it is a test of a person's ability to manage the time. It was established that a major factor of students at higher secondary level unsatisfactory results is low management skill (Alvarez, Ferrero & Ugidos, 2019). Other studies also claimed that an association is found between time consumed in academic activities, studies and accomplishments (Grissom, Loeb & Mitani, 2015).

Debayo (2015) mentioned that it is the common problem for students to manage their time properly that has an association with learners' academic achievement. Prioritization and procrastination are the problem which came to every student in their academic life (Deniz, Tras & Aydogan, 2019). It has been accepted that there are several other problems that students are facing like improper task prioritization and improper allocation of time for tasks. In Pakistan, it is pointed out that students at undergraduate level enter into a new social circle and they do not bother about time proper utilization.

Significance of the Study

This research is going to provide an insight to the teachers, academic institution heads and parents about the proper time management impact on the students' academic achievement. It gives information that students need to learn how to prioritize their tasks according to its importance. It is the base line to help them what to be done on immediate basis and what to be postponed. The current research broadens the scope of the research area for other scholars who wish to conduct studies in the same area.

Objectives of the Study

1. To find out the awareness of students regarding time management
2. To investigate the time management of students regarding management of weekly activities
3. To assess the impact of time management on students' success

Hypothesis of the Study

- H₀ 1: There is no relationship between students' time management and their academic achievement.
H₀ 2: There is a positive correlation between students' Time management and academic achievement.

Delimitations of the Study

The study was delimited to undergraduate students in Abdul Wali Khan University Mardan.

Literature Review

Lay and Schouwenburg (2016) described that having a decent scheme of activities is necessary and some regard it as a work of a genius. If the adjacent atmosphere display is in disarray, then the focus on the task is less.

Students' achievement is directly related to their interest in study as they get scores in the class quizzes, mid and terminal term examinations. Osa-Edoh and Alutu (2012) claimed that educational success is the restrained skill and accomplishment level of a student in a university, topic or specific assistances (Indreica, Cazan & Truta, 2021). Broadbent and Poon (2015) defined the realization as a performance of one or an assembly when assumed a thought job. In inculcation, representation is frequently allowed as undistinguishable with educational let down or obtaining, in moving out of a duty, development or responsibility. In inculcation, achievement is regularly accessible as identical with academic attainment or obtaining, in running of an obligation, activity or a package.

Time management is defined as a talent or conduct which makes it possible for the learners to cope their regular tasks in such a method that suitable time is owed for every task conferring to its significance and resolve. It is careful as a respected feature for students' superior academic reaching. It is further elucidating that it is essential for the students to recognize that to order their jobs allowing to its magnitude and then they demand to stay focused on these responsibilities. Likewise, Jo, Kim and Yoon (2015) explained time management as a proficiency or skill that supports the students to establish their sequence resources successfully. Other studies clarified time management as a

procedure or ability which benefits a separate to do and realize the tasks results in an efficient manner (Gayef, Tapan & Haydar, 2017; Shah, Minaz, & Akhtar, 2021).

Studies conducted by Kaushar (2018), Debayo (2015) and Jalagat (2016) suggested that students' having good grades are the best in time management. They argued that proper time management is one the important variables which influence students' academic performances.

Mostly the researchers focused on variables such as school environment, availability of various facilities to learners and teachers, teachers' qualification and teaching practices while measuring learners' academic performance (Denlinger, 2014). She emphasized that actually time management for the learners and teachers is one the important variable to assess learners' performance. She reported that setting up a schedule for activities for learners led to a better academic performance of the school. Nigussie (2019) studied learners' time management in practices in relation to their academic performance at school. Nigussie's study suggested that in Tanzania, students are not trained or educated about the importance of time management skill which affects their abilities to schedule tasks according to its importance. Relationship of time management with academic performance at school level was studied by Al-Zoubi (2016). The study found a significant association between time management and academic achievement. The study found that that learner who spends most of their time in studying and mathematics task under the observation of their teachers is absolutely connected with better performances. Studies regarding time management and its relationship with learners' performance in science subjects, Claessens, Eerde, Rutte and Roe, (2014) found that those learners who are mostly study under the observation of their teachers produce better academic scores as compared with those who mostly study in isolation. Students' better results are due to their study under the guidance of teachers who plan better the tasks according to its importance for them.

Ahmady et, al. (2021) found that a greater number of schools do not prioritize tasks for the learners whereas some schools execute the plan in proper way. Schools were provided instruction sample for better and timely execution of activities but major number of schools consider it incomprehensible. Moreover, poor time management is related in some schools because they do not follow the proposed time table. Ahmad, Batool and Choudhry (2019) found that a clear and positive impact is found when the students were given deadline for academic tasks completion. It is evident from the studies of Johnson and Dick (2019) that time management by the learners is linked with students results at school level.

Research Methodology

The research nature was survey and its population was undergraduate students of Abdul Wali Khan University Mardan. Four departments (Physics, Biotechnology, Political Science and Journalism) were selected randomly. The total population size was 1880 and the numbers of 396 Undergraduates from the selected universities were randomly selected. Furthermore, the sample of the study was conveniently selected from the departments from these four departments. The sample size was derived through and it was 396. Data was collected through questionnaire because it allows a researcher to collect more information in short and the most suitable tool in survey research (Moser & Katlon, 2017). Britton and Tesser (1991) standard scale were used to measure students' time management efficacy. Students' results were obtained from their respective departments' controller of examination. Totally three hundred and ninety-six questionnaires were distributed but only 390 were returned to the researcher. The collected information was compiled and tabulated for analysis.

Data Analysis

Students' Perception about Time Management Score

Table No 1:

Student's Classification

S.No	Category	Score On Time Management Scale
1	Brilliant Time Management	46 to 50
2	Average Time Management	30 to 45
3	Poor Time Management	Lower than 30

The above table shows students were categorized in three groups according to their score on scale. Those students who scored 46 or more than 46 to 50 on Time Management Scale were considered as Brilliant Time Management whereas those, whose score was 30 to 45, were put into the category of Average Time Management. Poor Time Management score was less than 30 on the Scale.

Table No 2

Cross Tabulation of Academic Percentage of the students' and their Time Management Scale Score

Time Management Scale Score * Academic Percentage Cross tabulation						
Count						
		Academic Percentage			Total	
		Excellent	Good	Average		
Time Management Scale Score	Excellent Time Management	27	0	0	27	
	Fair Time Management	247	82	5	334	
	Low Time Management	00	04	25	29	
Total		274	86	26	390	

The table explains the already mentioned categories, the number of students who are categorized in each group. Moreover, it explains the students Time Management Category and its relationship with their academic performance. It is evident from the table that among the 390 students, 27 are categorized as Excellent Time Management who produced excellent academic performance. In Fair Management category, 247 students are counted whereas in Low Time Management, there were 29 students. The table shows a relationship of students' time management score and their academic performance. All the 27 students who were in the Excellent Time Management category had the best academic performance whereas those whom were categorized as Low Time Management were majorly having average academic performance.

Table No 3:

Preparation of students work plan

Chi-Square Tests							
	Value	Df	Asymp. Sig. (2-sided)	Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	
Pearson Chi-Square	15.182 ^a	1	.000				
Continuity Correction ^b	14.063	1	.000				
Likelihood Ratio	15.458	1	.000				
Fisher's Exact Test					.000	.000	
Linear-by-Linear Association	15.107	1	.000				
N of Valid Cases	390						

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 36.32.

b. Computed only for a 2x2 table

The p-value favors the statement that students prepare their weekly plan for activities. The data shows that male students do not bother too much about planning their weekly activities.

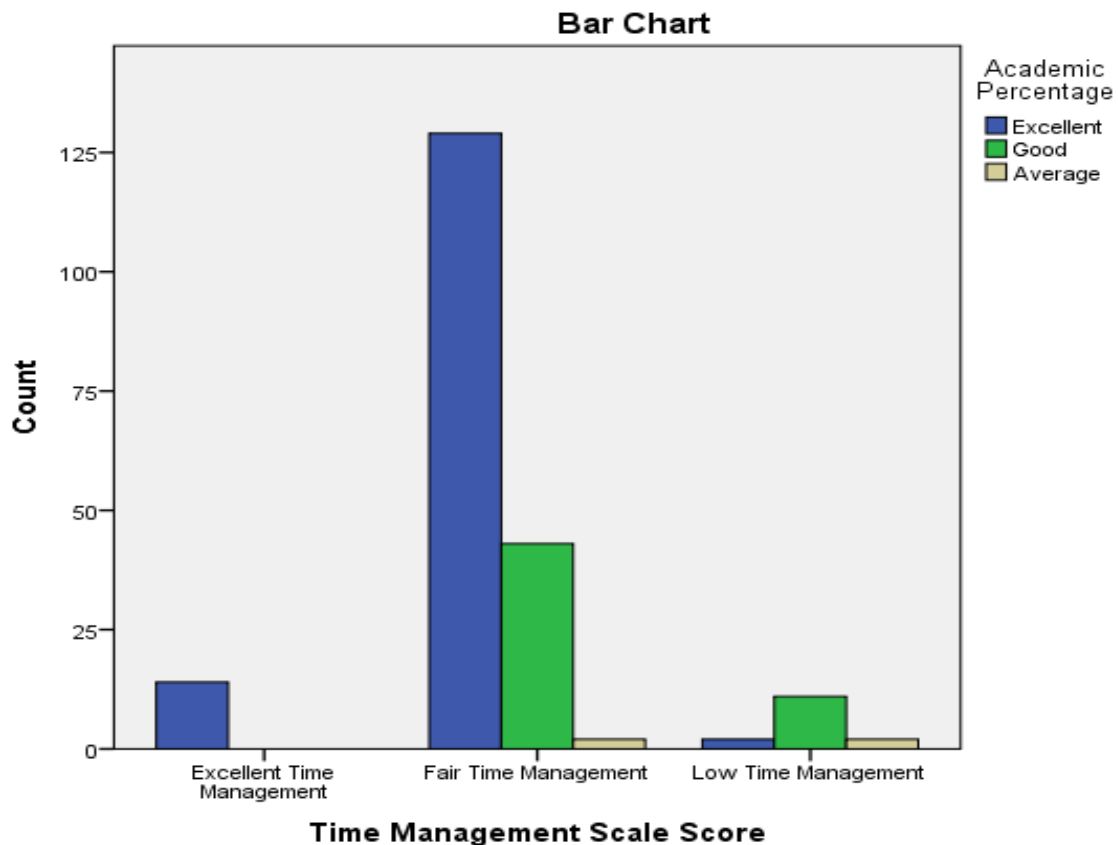
Table No 4:

Effects of Time Management on Students' Academic Achievement

Chi-Square Tests			
	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	35.839 ^a	4	.000
Likelihood Ratio	33.782	4	.000
Linear-by-Linear Association	29.460	1	.000
N of Valid Cases	390		

a. 5 cells (55.6%) have expected count less than 5. The minimum expected count is .28.

The table indicated a firm link between students' time management and their academic performance. The strong association is shown by the p-value which is less than 0.05. The data reveals that if a student score is high on Time Management Scale so the academic performance is also the best. Those students whose score is low, their academic performance is also low.



Findings, Conclusions and Recommendations

It was found that most of the respondents’ score on Time Management Scale was 30-44 which indicated that they fall in the category of Fair Time Management. Only twenty-nine students were ranked in the Low Time Management whereas twenty-seven were in the Excellent Time Management category. Students time management quality has a strong connection with their academic achievement, if a student’s score on time management scale score is high; his/her examination percentage was excellent the other way around. Studies by Xu’s (2015) findings support these findings and they further stated that students’ excellence in time management brings better academic grades while Hijazi, Naqvi and Raza (2006) found that students’ bad results at college level are majorly due to poor time management.

The study showed that approximately 50% of the students prepare the plan for their weekly activities. The study found a strong link between the students’ score on Time Management Scale and academic score. The strong and positive relationship is indicated by the p-value which is below than 0.05. Students’ academic score improved as their score on Time Management Scale improved vice versa. Studies by Razali, Rusiman, Gan and Arbin, (2018) and Cyril (2021) also stated that students’ academic performance is positively associated with students’ time management.

It was recommended that students maybe guided and suggested to prepare a weekly plan for their activities and schedule as it strongly associated with better academic results. Better Time Management is an important variable to improve students’ academic results so academicians are recommended to emphasize time management skill improvement and the process of prioritization. For such purpose, special lectures and workshops may be organized. Scholars are suggested that they may replicate the study at other levels and universities.

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