Time Management Behaviors Among University Students: The Role of Gender, Semester, and Marital Status

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Abstract

This research primarily aims to examine students' perceptions regarding time management behavior. The study was characterized by a descriptive approach. A quantitative research framework was employed. All the students of the University of Malakand constituted the study population. One hundred fifty students from the 2nd, 4th, 6th, and 8th semesters were conveniently selected from the six departments, including chemistry, zoology, Islamic studies, computer science, sociology, and economics. A questionnaire designed by Macane et al. (1990) included 34 items, and four constructs were utilized to gather data from the respondents. This instrument has been used by many researchers worldwide, which is why it can be said that it is a valid questionnaire. The instrument's reliability was calculated by Cronbach's alpha value of 0.774. The researcher collected the data by himself from all the students of all sampled departments. Frequency, percentage, mean, standard deviation, t-test, and ANOVA were used to examine the data. It was discovered that the time management skills of university students were above average. Male and female students' judgments of time management behavior were shown to differ significantly. Students' evaluations of managing their time behavior concerning semester and married status did not differ significantly. Time management is advised to be a challenging but crucial activity. Students should choose short- and long-term objectives before focusing only on their most difficult assignments. They can manage available time by selecting short- and long-term goals, making a to-do list, prioritizing tasks, and having a positive attitude toward time. It may be possible to arrange seminars and workshops for university students.

Keywords: Time management behavior, university student's perceptions, Gender, semester, marital Status

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1 Introduction

Finding out how students think other people manage their time is the primary goal of this project. Time is the most valuable asset on the planet. Determining how to oversee time successfully is a significant ability that somebody should acquire to be fruitful (Muhammad et al., 2016). Time is a valuable asset that cannot be stored(Adebisi, 2013). We must manage it carefully as it is limited and cannot be recovered (Lawrence Mogga Rombe, 2016). Time management is an important life skill influencing academic success, personal development, and general well-being. Effective time management is essential in higher education, as students face various academic and extracurricular responsibilities (Alpturk, 2015).

Managing time well can improve academic success, reduce stress, and promote a more balanced lifestyle (Burrus et al., 2013). However, time management behavior might differ depending on some characteristics, including Gender, education, and personal situations like marital status. Time management is about planning the best time (Adebisi, 2013). Time management refers to essential behavioral abilities for organizational success (Lawrence Mogga Rombe, 2016). Efficient use of time is necessary to enhance students' perspectives. Effective time management skills, including setting goals, prioritizing tasks, and using appropriate tools, should be a part of every student's toolbox. Spending excessive time on social media, not having a clear plan or purpose, and not engaging in meaningful social activities are all fundamental difficulties and constraints related to time management (Alsalem et al., 2017). However, in today's new era, time management is critical for all institutions and organizations that require quality rather than quantity.

Effective time management varies by activity, but modern employees are expected to have higher knowledge and abilities, emphasizing the importance of time preparation. Effective and efficient time management is essential for achieving social success. Today's competitive atmosphere promotes excellent time management, beginning with elementary school. Competitive conditions demand outstanding performance, leading firms and directors to prioritize time management and control (Mohamed et al., 2018). According to Neena Khanna and Joginder Singh (2000), because academic activities take up most of a student's time in school, they have less free

time there than at home. The literature primarily focused on time management training in the workplace but also included educational experiences. Inadequate time management negatively impacts exam preparation and is associated with heightened stress levels and diminished academic performance. Macan, Shahani, Dipboye, and Phillips discovered that students who effectively managed their time demonstrated superior performance assessments, enhanced job and life satisfaction, and experienced reduced role ambiguity and overload (Goodson & Louise Stewart, n.d.).

This study looks into how University of Malakand students perceive their time management practices, mainly how these perspectives differ based on factors such as marital status, academic semester, and Gender. This study investigates these variables and seeks to provide a comprehensive understanding of how students manage their time practices, along with recommendations for improving time management strategies within a university context. The study will add to the expanding body of research on time management through this comparative analysis and assist in informing interventions meant to improve students' time management abilities.

1.2 Problem Statement

Time management is the application of ideas, methods, and abilities to assist people in reaching their objectives via efficient use of time—a precious but frequently underappreciated resource. It involves breaking destructive behaviors that spend time and developing time-management abilities like planning, organizing, prioritizing, goal-setting, and stress reduction. These abilities are essential for pupils to perform well academically. This study compares how university students see time management and examines how Gender, marital status, and semester standing affect students' time management practices.

1.3 Objectives

1. To analyze the perceptions of university students about time management behavior.
2. To compare male and female students' perceptions of time management behavior.
3. To compare university students' perceptions of time management behavior with the semester.
4. To determine how marriage status affects time management abilities.

1.4 Hypothesis

1. H01: Male and female students have no significant difference in time management skills.
2. H02: There is no significant change in university students' assessments of time management skills by semester.
3. H03: Marital status does not significantly affect time management skills.

2 Literature Review

This research is grounded in the Time Management Theory (Macan, 1994), which emphasizes three fundamental elements: the mechanics of scheduling, goal setting and prioritization, and perceived control over time. According to this notion, students who prioritize their work, fulfill deadlines, and control their stress levels are more likely to succeed academically. This approach will be used in the current study to investigate how students view and engage in these behaviors, considering potential effects such as Gender, semester, and marital status. Effective time management is an essential ability, especially in educational environments where students must manage a variety of obligations, including homework, extracurricular activities, and personal commitments. The significance of time management in fostering academic achievement, lowering stress levels, and improving general well-being has been shown in various research. Nonetheless, a growing body of research examines the potential differences in time management behavior among various demographic variables, such as marital status, Gender, and educational attainment. This section discusses the research on time management practices, with particular attention to the effects of marital status, Gender, and academic semester.

2.1 Time Management Behavior and Academic Performance

Time is a critical factor in both personal life and professional endeavors. The factor is of great importance to educators and families, who consider students' efficient use of time to be an essential tool for managing the diverse and complex academic tasks that are experienced at different stages of learning, particularly in secondary school and higher education (Lawrence Mogga Rombe, 2016). According to the WHO (2021), academic anxiety among students has risen in the past few years. It is projected to become chronic in many young individuals (Romero-Pérez & Sánchez-Lissen, 2022). The study emphasized the importance of self-discipline for pupils who confront a dilemma between two behavioral tendencies (Şimşir & Dilmaç, 2020).

Notwithstanding the evident correlation, minimal research has been conducted on the association between managing time and academic performance. Studies demonstrate that proficient time management enhances

academic achievement (Burrus et al., 2013). Efficient time management is associated with improved academic performance (Mohamed et al., 2018). Sevari and Kandy (2011) examined the influence of time management on self-efficacy and academic achievement (M. S. Khan et al., 2015). The research indicated that students who underwent time management training exhibited greater self-efficacy compared to their counterparts who did not receive such training. (Muhammad et al., 2016). It suggests that time management skills positively impact self-efficacy (Qureshi & Khuwaja, 2016). According to frequently conducted research, effective time management strongly correlates with academic performance(Mohamed et al., 2018). Higher academic achievements are likely to be attained by students who can prioritize their work, set goals, and manage their time well. These factors enhance students' capacity for effective time management. This framework will facilitate the investigation of how various demographic factors—Gender, semester, and marital status—may affect time management behaviors (Claessens, van Eerde, & Rutte, 2007). Academic accomplishment has been favorably correlated with time management practices such as goal-setting, work prioritizing, and schedule utilization (Britton & Tesser, 1991). By engaging in these activities, students can more efficiently manage their time for academic assignments, decreasing procrastination and boosting output (Goodson & Louise Stewart, n.d.). Time management abilities, according to MacCann, Fogarty, and Roberts (2012), are crucial for lowering academic stress and raising general life satisfaction in the classroom. Many students encounter difficulties reconciling their academic responsibilities with their personal lives, resulting in time management challenges, inadequate sleep patterns, and heightened stress levels (van der Meer, Jansen, & Torenbeek, 2010; Hardy, 2003). Ineffective time management can result in anxiety and subpar academic performance (Britton & Tesser, 1991), characterized by inefficient time distribution and last-minute exam preparation. Rabin, Fogel, and Nutter-Upham (2011) found that 30% to 60% of undergraduate students regularly defer academic obligations (Li et al., 2010). Seo (2012) asserts that undergraduate university students frequently cram and work late into the night before academic assignments. Al-Khatib (2014) emphasizes the importance of students managing their time effectively and meeting deadlines Claessens et al. (2007).

Nevertheless, less research has been done on how demographic characteristics affect time management practices. Students' academic level or semester might also influence their time management practice (Qureshi & Khuwaja, 2016). Students' time management abilities will likely improve as they go through their academic programs and become more used to the demands of university life (Eilam & Aharon, 2003). Studies indicate that first-year students frequently encounter difficulties with time management as they adapt to the new challenges of university life. In contrast, upper-year students tend to cultivate more effective tactics over Time (Kitsantas, Winsler, & Huie, 2008).

Nonetheless, the results on semester-based variations in time management are inconclusive. Certain studies indicate enhancement with experience (Gonzalez & Lewis, 2010), but others reveal no substantial variations among academic levels (Smith et al., 2020). it corresponds with hypothesis *H_02: No substantial distinction exists in university students' assessments of schedule management skills across semesters, suggesting that students' views on time management may remain consistent irrespective of their academic year.*(Adebisi, 2013; Qureshi & Khuwaja, 2016)

2.2 Gender Differences in Time Management Behavior

According to research in Gender Role Theory (Eagly, 1987), gender roles significantly impact people's perceptions and behaviors, including how they manage their time. Different cultural expectations are frequently placed on men and women, influencing how people allocate and manage their Time (Christopoulos, 2014). For example, men may prioritize academic duties differently because there are fewer cultural expectations about home life, whereas women may feel more pressure to balance academic work with household chores (I. A. Khan et al., 2015).

One issue that is becoming increasingly problematic is the impact of Gender on time management techniques (Cannon, 1996). Research indicates that male and female students frequently employ divergent time management practices (Iqbal Amin Khan et al., 2015). Male students are more likely to put things off, while female students are generally seen to be better at setting priorities and managing their workload (Nonis, Hudson, & Logan, 2001). Britton and Tesser (1991) state that female students typically perform better in time management assessments. It is a universal fact that women are socialized differently than men, with a focus on multitasking and organization (Goodson & Louise Stewart, n.d.).

Moreover, female students tend to report higher levels of academic stress, which may spur them to design more structured time management strategies to cope with their workload (Misra & McKean, 2000). These findings challenge the presumption that gender disparities in time management are universally applicable. König and Kleinmann (2005) discovered no significant gender disparities in the time management methods of university students, suggesting that contextual and cultural factors may also affect these behaviors (Alsalem et al., 2017). The study conducted by Adžić et al. (2023) revealed no substantial differences in the study habits of male and female students regarding time allocation to academic activities at Serbian institutions. This data lends credence

to the idea that male and female students' time management abilities are similar, suggesting that Gender does not significantly influence how efficient one is at managing one's Time (Adebisi,2013). It is further supported by a meta-analysis of research on time management published in PLOS ONE. Results showed that students' well-being and academic achievement positively correlated with effective time management, but gender differences were either insignificant or situationally dependent (PLOS ONE, 2019). According to these results, Gender is not necessarily a determining factor in one's ability to manage their time well; instead, factors like intrinsic drive and environmental influences may play a more significant role.

H01: *There was no discernible difference between male and female students' time management abilities.*

2.3 Marital Status and Time Management

According to the Role Conflict Theory (Kahn et al., 1964), people who play various roles—like being a husband and a student—may have competing demands on their time. Married students may encounter significant difficulties balancing their academic obligations and those of their spouse or family (Rai, 2016). Role Conflict Theory will be used to investigate how marital status affects time management behavior. If married, students feel more pressure to manage their time than their single peers a. vences Cyril.

Little research has examined how marital status affects time management strategies (Alpturk, 2015). However, it is possible that a student's marital status could affect their time management, particularly if they have additional responsibilities for their home or family(Mohamed et al., 2018). Married students may face different time limitations than their single peers because they must balance their obligations to their families with their academic commitments (Tesch, Osborne, & Nicholson, 2008). Married students might find it difficult to balance competing responsibilities in certain circumstances, while in other scenarios, they might naturally get better at managing their Time (Alpturk, 2015). Studies on adult learners reveal that students who are married or have children often report feeling more pressured for time and stressed out, which may impact their academic performance (Bailey, 2009). However, no one knows how the married status of ordinary university students affects their time management habits("Evaluation of Time Management Strategies and Academic Performance of Students: The Moderating Influence of Gender, 2021). The current study aims to contribute to the scant literature by examining the potential link between marital status and differences in the time management strategies of university students(Aeon et al., 2021).

Time management behaviors were not significantly different among married and unmarried students, contrary to the hypothesis that marital status influences time management owing to added family duties. This is in line with the findings of Brown (2019), who discovered that university students' time management skills were unaffected by marital status.

H03: *Marital status does not significantly affect time management skills.*

2.4 Gaps in the Literature

There have been a lot of studies looking at how college students manage their time, but there are still some gaps or inconsistencies in the research. Numerous studies have examined how Gender generally affects time management, with varying degrees of success. For instance, according to Adžić et al. (2023), female students seem to have better time management abilities, but other studies have found no significant gender differences (PLOS ONE, 2019). How Gender interacts with other factors, such as marital status and academic year, to impact students' views of time management, however, has received less attention. Similarly, research on how the school year affects students' time management habits has shown contradictory findings. Some studies suggest that students' time management skills increase through college (Gonzalez & Lewis, 2010), while others have shown no such thing (Smith et al., 2020). Particularly in academic contexts outside of the West, where cultural norms may place differing demands on married students' time management skills, studies investigating the combined impacts of marital status on time management are scarce. Since marital responsibilities may have a different effect in South Asian contexts than in other cultures, this study addresses a critical gap by examining the simultaneous impact of Gender, semester, and marital status on university students' time management practices. Time management perceptions have been understudied until now, but this multi-variable method can fill that gap.

3 Research Methodology

This study is a descriptive research design to explore university students' perceptions of time management behavior. According to (John W. Creswell) quantitative research design Conducting statistical analysis to examine trends, compare groups, and relate variables while interpreting results about previous predictions and existing research, composing the research report according to established structures and evaluation criteria, maintaining an objective and unbiased perspective (Educational Research, n.d.) The study compares students'

perceptions based on Gender, marital status, and academic semester. The data was collected using a purposive random sampling technique. One hundred fifty students were selected from six departments: Chemistry, Zoology, Islamic Studies, Computer Science, Sociology, and Economics. The students were drawn from the 2nd, 4th, 6th, and 8th semesters. The sample size and departments were chosen to ensure diversity in academic background and semester levels, allowing for a more comprehensive comparison. Data was collected with permission from the university's Heads of Departments (HODs). Macan et al. (1990) created an adapted questionnaire of 34 items, utilized as a primary data-gathering tool. The questionnaire included four constructs that measure different aspects of time management behavior. The data was gathered from respondents through direct distribution of the questionnaire. The questionnaire measured replies using a 5-point Likert scale, with 1 indicating strongly disagree and 5 indicating strongly agree. The questionnaire, initially designed by Macan et al. (1990), was used in this investigation. It included four essential aspects of managing one's time behaviors: Setting Goals and Priorities, Time Management Mechanics, Organizational Preference, and Perceived Control of Time. These constructs were assessed using 34 items to determine students' perceptions of their time management behavior. The collected data was examined with SPSS software. This sample includes 79.3% males and 20.6% female individuals. Among 150 respondents aged 20-26 years were 145 respondents, and five respondents were below 19 years. Among 150 respondents, semester 2 has 17 respondents, semester 4 has 17 respondents, semester 6 has 30 respondents, and semester 8 has 86 respondents. Among 150 respondents, 85.3% were single, and 14.6% were married; of 150 respondents, 18 were chemistry respondents, 32 were zoology respondents, 15 were Islamic studies respondents, 16 were economics respondents, 32 were sociology respondents, and 37 were computer science respondents.

4 Findings of the Study

TABLE 1: *Perceptions of University Students Regarding Setting Goals and Priorities*

S. No	Items	M	S. D
1	As I determine my short-term goals, I always consider my long-term objectives.	4.21	.985
2	I assess my goals to see if they require adjustments.	4.27	.750
3	I deconstruct intricate, demanding projects into smaller, more achievable tasks.	4.01	.969
4	I set up short-term objectives for my aims within two days or weeks.	3.71	1.083
5	I develop timelines for my own when I embark on completing a task.	4.05	.961
6	I seek strategies to enhance the effectiveness of my work tasks.	4.26	.855
7	I complete the most vital jobs and then move on to the less crucial ones.	3.97	1.096
8	I evaluate my daily routines to identify areas in which I am spending time.	3.77	1.167
9	Throughout the workday, I check in on how I'm sticking to the schedule I've made for myself.	3.74	1.178
10	I figure out what needs to be done each day to tackle my tasks correctly.	3.72	1.037
	Total Mean Value and Standard Deviation	**3.97**	**.512**

The Table above illustrates the respondents' frequency, percentage, mean, and standard deviation scores regarding establishing goals and priorities. The overall mean score for the ten items listed above is 3.97, which exceeds the median value of 3.0 on the five-point Likert scale. The average score for each item holds greater significance than the mid-point of 3.0 on the five-point Likert scale. Consequently, the respondents' tendencies and attitudes regarding establishing goals and priorities vary from an above-average level to a maximum above-average level of observance.

TABLE 2: *Perceptions of University Students regarding mechanics of time management*

S. No	Items	M	S. D
1	I always have a notebook on hand to record notes and ideas.	3.46	1.344
2	I plan activities a minimum of one week ahead of time.	3.39	1.236
3	I maintain a specific file where I document the name, address, and phone number of individuals I contact regularly.	3.49	1.273
4	I allocate specific time slots in my daily agenda for recurring events.	3.74	1.089
5	I take notes to keep track of my tasks and responsibilities.	3.69	1.188
6	I create a daily list of tasks and mark each as I complete them.	3.39	1.209
7	I always have an appointment book on hand.	3.07	1.309
8	I keep a daily record of my activities.	3.02	1.229
9	My paperwork is neatly organized in an in-basket and an out-basket.	3.17	1.228
10	I seek environments that facilitate focus and minimize disruptions.	3.89	1.011
11	If I know I must wait, I will bring something I can work on.	4.06	.991
	Total Mean Value and Standard Deviation	**3.48**	**.641**

The Table above presents the respondents' frequency, percentage, mean, and standard deviation scores concerning time management mechanics. The overall mean score for the 11 items mentioned above is 3.48, which exceeds the median score of 3.0 on the five-point Likert scale. The average score for each item holds greater significance than the mid-point of 3.0 on the five-point Likert scale. The respondents' tendencies and attitudes towards the mechanics of time management vary from an above-average level to a maximum above-average level of observance.

TABLE 3: *Perceptions of University Students regarding the preference of organization.*

S. No	Items	M	S. D
1	After the workday, I leave a clean and well-organized workspace.	4.05	.992
2	When I create a to-do list at the start of the day, it gets neglected or disregarded by the end.	3.51	1.214
3	I can locate the items necessary for my work more efficiently in a disordered and chaotic environment than in a tidy and organized one.	3.95	1.166
4	The time allocated to managing and organizing my workday is squandered time.	2.97	1.414
5	My workdays are too unpredictable, hindering my ability to plan and manage my time effectively.	3.29	1.235
6	I generate some of my most innovative ideas during periods of disorganization.	3.50	1.137
7	When I am disorganized, I can more effectively adapt to unforeseen circumstances.	3.67	1.034
8	I can perform more effectively by postponing unappealing tasks rather than attempting to do them in order of priority.	3.63	1.162
	Total Mean Value and Standard Deviation	**3.56**	**.564**

The Table above displays the frequency, percentage, mean, and standard deviation of respondents' preferences concerning the organization. The overall mean score for the eight items is 3.56, which exceeds the midpoint of 3.0 in the five-point Likert scale. The average score of seven items is more significant than the mid-point of 3.0 on the five-point Likert scale. The respondents' preferences towards organizational preference vary from above average to maximal above average levels of observation. The average score for the fourth statement was below the midpoint of 3.0 on the five-point Likert scale. Consequently, with the fourth statement, the student's tendencies and attitudes exhibit a range from below average to significantly below average.

TABLE 4: *Perceptions of University Students regarding perceived control of time.*

S. No	Items	M	S. D
1	I underestimated the duration required to complete things.	3.12	1.310
2	I possess the mastery of my time.	3.22	1.236
3	I seem to be wasting a lot of time on meaningless activities.	2.63	1.440
4	People constantly distract me from my work, so I struggle to stick to my timetable.	3.29	1.281
5	When I have things to do but don't enjoy them, I tend to put them off.	3.42	1.255
	Total Mean Value and Standard Deviation	**3.13**	**.733**

The Table above illustrates the respondents' frequency, percentage, mean, and standard deviation scores concerning their perceived control over time. The overall mean score for the five items listed above is (3.13), which exceeds the average of 3.0 on the five-point Likert scale. The average score of four items holds greater significance than the mid-point of 3.0 on the five-point Likert scale. Consequently, the respondents' tendencies and attitudes regarding their perceived control of time vary from an above-average level to a maximum above-average level of observance. Conversely, the average score for the third statement fell below the mid-point of 3.0 on the five-point Likert scale. Consequently, the students exhibit tendencies and attitudes that range from below average to significantly below average in their observance of the third statement.

The comparison regarding Gender wise

TABLE 5: *Comparison between the perceptions of male and female students regarding SGP*

Variables	N	M	SD	t	P
Male	119	4.036	.477	3.123	.002
Female	31	3.722	.572		

df= 148   Level of Significance = 0.05

The Table above illustrates the distinctions in perceptions of male and female students concerning SGP. The p-value (.002) was determined to be lower than the significance level (.05). Consequently, a notable disparity

exists in the perceptions held by male and female students concerning SGP. The inclination of male students towards SGP was observed to surpass that of their female counterparts.

TABLE 6: *Comparison between the perceptions of male and female students regarding MTM*

Variables	N	M	SD	t	P
Male	119	3.528	.656	1.555	.122
Female	31	3.328	.562		

Df= 148   level of significance=0.05

Male and female students' perspectives about MTM differ, as shown in the Table above. Compared to the significance level (.05), the p-value (.122) was determined to be more noteworthy. This suggests that male and female students' views on MTM are not significantly different. Male students exhibited a stronger propensity towards MTM compared to their female counterparts.

TABLE 7: *Comparison between the perceptions of male and female students regarding PFO*

Variables	N	M	SD	t	P
Male	118	3.578	.559	.424	.672
Female	30	3.529	.603		

Df= 146   level of significance = 0.05

The Table above illustrates the distinctions in perceptions of PFO between male and female students. The p-value of .672 was more significant than the significance level of .05. Consequently, the perceptions of male and female students regarding PFO appear to be broadly similar. Male students exhibited a greater tendency towards PFO compared to their female counterparts.

TABLE 8: *Comparison between the perceptions of male and female students regarding PCT*

Variables	N	M	SD	t	p
Male	118	3.196	.736	1.996	.048
Female	31	2.903	.694		

Df= 147   level of significance = 0.05

The gender gap in how male and female students view PCT is illustrated in the Table above. A p-value of (.048) was lower than the (.05) significance criterion. Perceptions of PCT among male and female students are thus significantly different. Male students exhibited a stronger propensity towards PCT compared to their female counterparts.

TABLE 9: *Comparison between the perceptions of male and female students regarding TMBS*

Variables	N	M	SD	t	p
Male	117	3.587	.392	2.669	.008
Female	30	3.376	.359		

Df = 145   level of significance = 0.05

The differences in how male and female students view TMBS are displayed in the above Table. The significance level (.05) was discovered to be more significant than the value of p (.008). As a result, male and female students' opinions of TMBS differ significantly. It was discovered that male students tended to favor TMBS more than female students did.

TABLE 10: *Comparison regarding marital status*
Comparison between the perceptions of single and married students regarding SGP

Variables	N	M	SD	t	P
Single	128	3.968	.517	-.148	.882
Married	22	3.986	.491		

Df= 148   level of significance= 0.05

The Table above compares single and married students' impressions of SGP. The p-value (.882) was more than the significance level (.05). As a result, there is no substantial difference in how single and married students perceive SGP. Female students were found to have a higher predisposition toward SGP than male pupils.

TABLE 11: *Comparison between the perceptions of single and married students regarding MTM*

Variables	N	M	SD	t	p
Single	128	3.487	.653	.030	.976
Married	22	3.483	.579		

Df= 148   level of significance= 0.05

The Table above demonstrates how different married and single students view MTM. P (.976) possessed a more amazing value than the significance threshold (.05). Consequently, the impressions of single and married students about MTM are not much different. Male students' inclination toward MTM turned out to be more than that of female pupils.

TABLE 12: *Comparison between the perceptions of single and married students regarding PFO*

Variables	N	M	SD	t	p
Single	126	3.559	.563	-.455	.649
Married	22	3.619	.595		

Df= 146   level of significance= 0.05

The Table above displays the variations in PFO opinions between single and married students. P (.649) was out to be more valuable than the significance threshold (.05). Consequently, the views of single and married students on PFO are not much different. Female students' inclination toward PFO was greater than that of male pupils.

TABLE 13: *Comparison between the perceptions of single and married students regarding PCT*

Variables	N	M	SD	t	P
Single	128	3.192	.708	2.355	.020
Married	21	2.790	.818		

Df= 147   level of significance= 0.05

The Table above illustrates the distinctions in perceptions of PCT among single and married students. The p-value (.020) was lower than the significance level (.05). Consequently, a notable distinction exists between how single and married students perceive PCT. The inclination of male students towards PCT was observed to be greater than that of female students.

TABLE 14: *Comparison between the perceptions of single and married students regarding TMBS*

Variables	N	M	SD	t	p
Single	126	3.557	.406	.940	.349
Married	21	3.469	.311		

Df= 145   level of significance = 0.05

There is no significant difference in perceptions of TMBS between single and married students, as shown in the Table above. Male students have a higher proclivity for TMBS than female students, as indicated by the value of P (.349), which was greater than the significance level (.05).

TABLE 15: *Comparison of semester wise*

Variables		Sum of Squares	df	Mean Square	F	Sig.
SGP	Between Groups	.053	3	.018	.066	.978
	Within Groups	39.054	146	.267		
	Total	39.107	149			
MTM	Between Groups	.549	3	.183	.440	.725
	Within Groups	60.762	146	.416		
	Total	61.310	149			
PFO	Between Groups	1.309	3	.436	1.369	.255
	Within Groups	45.889	144	.319		
	Total	47.198	147			
PCT	Between Groups	.413	3	.138	.250	.861
	Within Groups	79.689	145	.550		
	Total	80.101	148			
TMBS	Between Groups	.404	3	.135	.863	.462
	Within Groups	22.307	143	.156		
	Total	22.710	146			

The Table presents the comparisons of semester-wise students' perceptions across various measures:

SGP: The significance value (.978) is greater than .05, indicating no significant difference in perceptions among semester-wise students.

MTM: The significance value (.725) exceeds .05, suggesting no significant difference in perceptions across semesters.

PFO: The significance value of (.255) indicates no notable difference in perceptions among students across different semesters.

PCT: The significance value (.861) is greater than .05, indicating no significant differences in perceptions across semesters.

TMBS: The significance value (.462) also exceeds .05, suggesting no significant differences in perceptions among semester-wise students.

The results indicate that semester-wise perceptions do not significantly differ for any of the variables tested.

After analyzing the data, we found the following.

1. According to Table 1, the total mean score for goal and priority setting was higher than the five-point Likert scale's midpoint, indicating that the participants managed their time well by creating goals and objectives.
2. Based on Table 2, the respondents demonstrate effective planning and scheduling of their time, as indicated by an aggregate mean score for the mechanics of time management that exceeds the mid-point of 3.0 on the five-point Likert scale.
3. The findings suggest that participants favor organized or disorganized workplace settings for time management, as the overall mean score for preference for organization exceeded the mid-point of 3.0 on the five-point Likert scale (see Table 3).
4. Table 4 indicates that the overall mean score for perceived control of time exceeded the midpoint of 3.0 on the five-point Likert scale. This suggests that the respondents perceive themselves as able to control their time allocation.

Comparison between male and female students. perspectives

1. Male and female students had significantly different opinions on establishing aims and priorities (t-score 3.123, p-value =.002) (refer to Table 5).
2. There was no significant difference in time management mechanics tests among male and female students (t-score 1.555, p-value =.122) (see Table 6).
3. The findings revealed no significant difference in male and female students' ratings of organizational preferences (t-score =.424, significant score =.672) (see Table 7).
4. Table 8 shows that male and female students had substantially different opinions on time regulation, with a t-score of 1.996 and a significant value of.048, respectively.
5. Male and female students exhibited substantially different views of entire time management behavior (t-score = 2.669, p-value =.008) (see Table 9).

Comparison between the perceptions of single and married students

1. Table 10 shows no statistically significant difference (t-score=.148, p=.882) in how married and single students perceived the importance of goal and priority setting.
2. The judgments of married and single students about time management mechanics did not differ significantly (t-score =.030, p =.976) (refer to Table 11).
3. A t-score of -.455 and a significant value of. Six hundred forty-nine indicate that there is no statistically significant difference between the views of married and single students concerning organizational choice (refer to Table 12).
4. Table 13 shows a statistically significant difference between the views of married and single students on the topic of perceived control of time (t-score: 2.355, substantial value:.020).
5. Considering overall time management behavior, there was no significant difference between the perspectives of single and married students (t-score =.940, significant value =.949) (refer to Table 14).

Comparison regarding semester-wise

1. Students' judgments of goal and priority setting did not alter significantly across semesters, according to the f-score (.066) and significant value (.978) (see Table no. 15).
2. The judgments of students about the mechanics of time management did not differ significantly across semesters, with an f-score of.440 and a significant value of.725 (refer to Table No. 15).
3. Students' opinions on their preference of organization did not alter significantly over semesters, according to the f-score (1.369) and significant value (.255) (refer to Table 15).
4. Students' judgments of their control over their time did not alter significantly over semesters (f-score:.250, significant value:.861) (see Table no. 15).

5.   Regarding overall time management behavior, there was no significant difference between the perceptions of semester-wise students (f-score:.863) and a significant value of.462 (see Table No. 15).

Conclusions

It was concluded that both male and female students of semesters 2nd, 4th, 6th, and 8th have positive perceptions about setting goals and priorities, mechanics of time, preference for organization, and perceived control of time.

It was concluded that significant differences were found between the perceptions of male and female students regarding time management behavior. Therefore, H_0, "there is no significant difference between the perceptions of male and female students regarding time management behavior," was rejected, and alternate hypothesis H_1, "there is a significant difference between the perceptions of male and female students regarding time management," was accepted.

 It was concluded that there was no significant difference between single and married students in setting goals and priorities, mechanics of time, preference for organization, and perceived control of time.

It was concluded that no significant differences were found between the perceptions of single and married students regarding time management behavior. Therefore, H_0, "there is no significant difference between the perceptions of single and married students regarding time management behavior," was accepted.

Recommendations

1.   Time management is a challenging but crucial activity, according to university students. To accomplish this, students should first decide on short-term and long-term objectives and then reduce the scope of daunting projects to more manageable ones.
2.   It is advised that college students concentrate on the most critical tasks first, moving on to less important ones once they have completed the most important ones.
3.   It is advised that all students, regardless of Gender, should plan for scheduling to document their daily routine activities and any relevant information needed to deal with situations. For them to plan their day around their job and other obligations. Finding available time, scheduling key actions, scheduling high-priority tasks, and scheduling contingency time should be students' emphasis as they strive to fulfill their responsibilities.
4.   College students should stress the need for workplace organization. Due to difficulty locating items in a disorganized environment, they should maintain a tidy workstation and arrange their responsibilities according to personal choice. They must put down their phones since they are interfering with the work and making it harder to get things done. No one should be able to mess with a student's workplace if they display clear guidelines. Conversely, individuals wishing to meet with them must provide a time in advance.
5.   College students should make the most of their time because, like money, it is a scarce resource. They can handle everything, barring any unforeseen circumstances, once they master the art of time management. The time they have should be used to their fullest potential. To succeed, students must have a plan, a timeline, priorities, and a deadline. Every student needs to be able to manage their own time effectively.

Future research interests include cross-cultural comparisons. Future research might look into how time management behaviors vary across cultural contexts, with a particular focus on examining how roles of Gender and marital status affect time management in different societies. For example, comparing students from Eastern and Western institutions may reveal disparities in behavior due to cultural differences in family commitments and societal expectations.

Impact of Technological Tools: Future research should examine how information technology, such as time management apps or digital resources, influences students' time management behaviors. Examining the impact of these tools across genders, academic levels, and marital statuses could reveal how modern technology aids or impedes time management in educational settings.

Limitations of the study

It is essential to recognize the various limitations present in the study. The sample size is limited, consisting of only 150 students from one university, which restricts the applicability of the findings to a broader population or different academic environments. Furthermore, convenience sampling could lead to bias since participants were chosen based on availability and may not accurately reflect the entire student population. The cross-sectional design limits the observation of changes in time management behaviors over time, constraining insights into developing these skills throughout students' academic journeys. The dependence on self-reported data creates the

possibility of response bias, as participants might either inflate or downplay their time management skills. Lastly, the study concentrates on a narrow set of variables—Gender, semester, and marital status—while overlooking other significant factors such as academic discipline, employment status, or personality traits, which could also impact time management behaviors. These limitations underscore the potential for more thorough investigations in the future.

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