

The Impact of Time Management on the Students' Academic Achievements

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Abstract

The aim of the current research was to determine the relationship between the time management skills and academic achievement of the students. Time management is very important and it may actually affect individual's overall performance and achievements. However, all of these are related by how individuals manage their time to suit their daily living or to make it flow steadily with their routines. Conducive settings and environment will surely promote positive outcomes to the students, besides having good lectures given by their teachers. Nevertheless, students' time management can be considered as one of the aspect that can move a student to be a good student. A good time management is vital for students to shine. However, some of the students do not have a good time management skills that has negatively affect their life and their academics. The usage of time by students in higher education institutions is related to their daily routines and activities. Students' time management can also affect stress level of students as they need to cope with their tasks and their personal achievements. In this regard, the data was collected from the students of Qurtaba University of Science and Technology to analyze that how effectively they are managing their time for achieving their academic standards.

1. INTRODUCTION

In the modern world, time is seen as an indefinitely divisible and usable commodity. It helps to infuse the concept of time through the institution. All the material and human resources possessed by organizations can be enhanced in the course of time or be transformed as time goes on; yet the only asset that cannot be changed or purchased or stored is time itself. The secret to achieving success in life is effectively managing this resource that everyone possesses equally and paying sufficient emphasis to planning (Macan, Shahani, Dipboye & Phillips, 2000). Though effective and efficient use of time varies with respect to the tasks performed, the further increase in the level of knowledge and skills expected from modern employees has further increased the necessity of time planning. The road to success in social life passes through effective and efficient working which is only possible via time management. The competitive environment we live in today encourages people from as early as their elementary education to plan and manage time effectively. The high performance required by competitive conditions forces organizations and directors to use time effectively and stipulates the search to control time (Alay & Koçak, 2003).

Time management plays a vital role in improving student's academic performance and achievements. Each and every student should have time management ability which includes setting goals & priorities, using time management mechanism and being organized in using time. Here time management is only possible through self-motivation; performance, ability and motivation (Brigitte, Claessens, Erde, & Rutte, 2005). These are the few activities performed by today's university students, which act as a barrier between them and their academic performance. Due to miss management of time they gap behind. This study will help to analyze the positive or negative impact of time management on academic performance of students. It will also help to make some decision about changes we would like to make to use our time more effectively (Noftle, Robins & Richard, 2007). There is no one right way to manage our time; however; it is important to get to know our self, so we can make good decisions about how to use our time. Likewise, in the process of providing educational services this issue has been a subject of interest discussed and emphasized in several platforms and an attempt has been initiated to assess and analyze time and the time management attitudes and behaviors of students in educational institutes (Denlinger, 2009).

In developing countries where students have a lot of issues during academic journey have a new story for the researcher to dig out much more interesting results. Time management practices have an impact on the results of students as empirical studies done by past researchers. In spite of knowing about the impact of time on academic achievement, this relationship is not given importance by the students (Sevari & Kandy, 2011). At higher education level the study schedule must properly planned, implemented and controlled for better results. Emphasizing time also helps to develop cost effective educational policies by the authorities especially at higher education level (Kaushar, 2013). Ongoing problem of scarcity of knowledge in connection with time management and academic outputs is due to lack of easiness and of costly ways of collecting data. Driven by this fact, particular emphasis has been paid in the modern education system to time management issues by evaluating

students' attitudes and behaviors related to time and its management (Karim, Seviri, Mitra & Kandy, 2015). Based on the necessity of effective time management required from students during their academic and professional life, field research has been conducted in the present paper towards the aim of designating their position with respect to effective time management and determining the effect of their time management skills on their academic achievements.

1.2 Problem statement

Time management has a significant impact on the lives of the students commonly for those who are studying in the higher education institutions where there is no existence of parent and teacher supervision. The main objective of the current research is that to which extent time management practices influences the academic achievement of the university students in higher education institution of a developing country like Pakistan.

1.3 Objectives

1. To assist students to have command to how effectively utilization of the time management for their academic achievements.
2. To find the interrelation between time management and academic achievements of the students.
3. To create an attempt to fill the gaps exist in the research of time management and academic achievements of the students.
4. To explore more and more knowledge of time management and academic achievement of the students.
5. To explore the concealed association between academic achievement and the time management practices in a developing country like Pakistan.

1.4 Classification of sub hypothesis

Hypotheses	Tools for Analysis	Code
Time management has a significant impact of the academic achievements of the students.	Regression & Correlation	H ₁
Time management is highly correlated with students' Academic Achievement.	Correlation	H ₂
Time Management explains the student's Academic Achievement.	Regression	H ₃

2. LITERATURE REVIEW

2.1 Time Management

There is a titanic difference between secondary and higher education when it comes to managing time and academic responsibilities. In secondary education, there was the kind of learning that includes an explanation of everything. On the other hand, when students enter university, they find out that what they learn is a lecture, that only includes superficial information and the rest is their job to know about and explore further (Britton & Tesser, 2001). Time management is a skill that every student should not only know, but also apply. A lot of university students complain about running out of time when asked to do a certain task, they get frustrated because they are not able to make it before the deadline. Time management is extremely important, especially when it comes to university students because it will boost their grades and enhance their productivity (Laurie & Hellsten, 2002). However, most of the time students face problems like task aversion and uncertainty, so they start to procrastinate because they lack organizational skills. As a result, students will not be able to organize duties according to their priorities, so they get distracted easily, ending up procrastinating. As we can see, time management is quite essential to any university student, and it is one of the keys to higher academic achievements (Kelly, 2004).

In the relevant literature there are great number of academic studies focusing on the relation between time management and academic achievements. The related literature showed that the time management attitude and skill levels of university students and the effects of these skills on their academic achievement. The research revealed that a majority student possesses moderate level time management skills and only a significantly small portion has high level time management skills (Yilmaz, Yoncalik & Bektaş, 2006). The literature revealed that the students' time management skills affect their academic achievement at a significant level and the skills are one of the predictors of academic performance. The relevant literature suggested that students should start to acquire time management senses on their own in their primary school years by reading materials on the issue or via the framework of psychological counseling and guidance studies applied in schools and adopt effective time management attitudes and techniques to determine how and where they spend their time (Lisa & Robert, 2008). The various group of students who exploited time-saving proficiencies notably had rich academic achievement. They accomplished those students who do not use time saving techniques in their educational surrounding having significantly lower academic as compared to results students who employ time- management tactics have

considerably higher achievement (Mercanlioglu, 2010).

To calculate the cumulative time spent working during a week, these objects were also added. Time management practices have been proven to be some of the top indicators toward achieving a high level of academic success and performance. They not only influences on the achievement but using time management techniques also serve only one reason meaning that there are multipurpose fulfilled by time management (Fazal, 2012). Taking part in proceedings and being engaged in other outside class activities, not inevitably a job, but being energetic in institution also has a strong correlation to reaching high academic achievements. Various studies showed that time management practices serve for many purposes not only for challenging performance of the students. Time management practices show the way not only to a high level of academic performance, but to good physical condition and lower levels of stress. The foremost purpose of the present study was educational competency, using time managing techniques, test pressure, and test proficiency (Faisal, Miqdadi, Abdulla & Mohammad, 2014). Academic competence scores were established to some extent improved in the current sample indicating that students found course material/content encouraging and enjoying their classes.

2.2 Dimensions of Time Management:

The effectual utilizing of time and managing time requires procedures and good quality planning behaviors. One can make use of time effectively and competently by keeping time logs, setting immediate and long- standing goals, prioritizing responsibilities, constructing to-do lists and arrangement, and organize one's workspace, as studies of earlier period and plentiful how-to books proposed (Sabelis, 2001). Time saving techniques and behaviors can be categorized into numerous groups and be liable to contribute to a number of fundamental qualities in general. There are three surfaces of time management behaviors: short-range planning, long- range planning and time attitudes (Laurie & Hellsten, 2002). Short-range planning is the capability to set out and systematize responsibilities in the short period of time. Long-range planning competence is to handle everyday jobs over a longer time perspective by keeping follow of significant dates and setting objectives by putting adjournment (Alay & Koçak, 2003).

A. Long Range Planning

Long-range planning means to have long-range objectives and having disciplined routines. Various researchers named it as having perception of a preference for organization and it is comparable to long range planning. To acquire a summary on the everyday jobs that necessitate to be executed, time limits and priorities which increases the perception of having control over time so, in the long run, planning enables one to deal with all activities (Kelly, 2004). It directs to have less perception of control over time because it may be tackling to be familiar with how much effort requires to be completed within hours, days or weeks; it may even be the immediately measurable effect of planning. This gives the impression to indicate that time management practices accomplish to have an influence on educational achievement, but that's not all they affect (Brigitte et al., 2005). It was also found that the students had advanced overall academic achievements who accounted using goal-oriented time management practices.

B. Short Range Planning

Short-range planning was defined as time management activities surrounded by daily or weekly time structure and cover the activities such as setting objectives at the commencement of the day, planning and prioritizing daily behaviors and creation work contents (Yilmaz et al., 2006). Numerous studies invented that short-range planning behavior, forecasting of time in the short run, surrounded by the time enclose of a week or less, established a constructive relationship to grade point average. Short range planning in interface with accomplishment determined was optimistically associated to dealing performance as well (Noftle et al., 2007). Likewise, most of the studies that control for the student time do so by determining total time committed to the course, a variable normally found to be unimportant. Academic achievement means the educational objective that is accomplished by a student, teacher or institution realize over a definite short period (Lisa & Robert, 2008). In a different research finding it has been demonstrated that there exists a positive significant relation between students' grade point averages and the time attitudes and the short-range planning.

C. Time Attitude

Time management demands a key shift in emphasis: concentrate on results, not on being busy. There are a lot of cases with people who waste their lives in discolored doings and attain very small since they are placing their labors into the incorrect responsibilities or weakening to focus their activity successfully, established that two time management workings directly affect the collective academic achievements (Mercanlioglu, 2010). The perception of how their time requires to be used up or planning including utilizing short and long period goals and time attitudes or students accomplished that both planning and encouraging time attitudes initiated that they had much more time to finish their everyday jobs because they experiences more in control of how their time

was exhausted therefore knowing when they had to state no to activities (Kaushar, 2013). The literature revealed that time management practices that connected to the individual's awareness and attitudes about time management and is comparable the perception of having control over time. Therefore, time attitudes comprise the perception that the individual is in control of time the perception that the person is efficiently managing his time and the perception that the individual is making constructive utilization of time (Karim et al., 2015).

3. RESEARCH METHODOLOGY

The design of this research study is 'quantitative-cum-qualitative' thus, for the purpose, both numerical data and textual was mustered and questioned by applying the inferential and descriptive tools. To rationalize the textual/qualitative data, thematic analysis by using argumentation was applied. Whereas, for the 'field/numerical/quantitative date, different statistical tools were applied to analyze the same facts and figures.

3.1 Survey Approach

The social research methodology suggests that survey is the accessible instrument for managers to gather primary facts and figures by using interviews and questionnaire about the attitudes and perceptions of individuals. The literature suggests that questionnaire approach is the best commonly used approach of observation in the social sciences (Babbie, 2001:256-257).

3.2 Population & Sample

The entire group of objects in which the researcher is concerned and desires to design and generalize is the population (Boyd et al., 1977). All the elements that we are studying and about which we are trying to draw conclusions is the population (Levin, 1984:9)". In this research paper, the population of interest consisted of the students of Qurtuba University of Science and Technology, Peshawar.

3.4 Data Collection Methods

Secondary Sources: All research certainly includes the use of the documentary materials, periodical, pamphlet and books in the libraries. Noticeably, without this preliminary orientation, no research project can be undertaken. "Nor should one be undertaken without knowledge of the research that has already been done in the field" (Goode & Hatt, 1952:103).

Primary Sources: From the extensive literature survey, by first extracting variables and their related attributes, a structured questionnaire was prepared. The questionnaire included the demographic and research variables. To record the responses, a 5-point Likert scale was used.

3.5 Tools for Data Analysis

Descriptive Tools: The tables and cross tabulation are the examples of descriptive statistics that display data so that they are easier to understand and manipulate (Levin, 1984). To present the classification of the respondents, according to their demographic attributes, cross tables have been used. Also, about the research variables, showing the means, standard deviations and other data, a descriptive table is given.

Testing of Hypotheses: About the relationships between the research variables, The researcher has also used inferential tools to test the hypotheses. Multiple tools have been applied regarding the demographic attributes of the respondents as well as the relations between the research variables themselves. Following tools have been applied:

- Correlation analysis
- Regression analysis (Multiple Regression & Stepwise-Regression)

4. FINDINGS OF THE STUDY

4.1 Descriptive analysis

4.1.1 Description of demographic variables

Gender	Frequency	Percent	Cumulative Percent
Male	85	69.8%	75.8
Female	35	30.2%	100.0
Total	120	100.0	

Domicile	Frequency	Percent	Cumulative Percent
Local	58	48.8%	55.8
Non local	62	51.2%	100.0
Total	120	100.0	

4.1.2 Descriptive Statistics on Research Variables

	Minimum	Maximum	Mean	Std. Deviation	Variance
Long Range	1.67	4.67	3.0347	.62953	.396
Short Range	1.50	4.25	3.1083	.68961	.476
Time Attitude	1.33	5.00	3.0208	.70828	.502

4.2 Testing of Hypothesis

4.2.1 Correlation analysis

		AA	Long	Short	Time
AA	Pearson Correlation	1	.032	-.046	.182
	Sig. (2-tailed)		.732	.621	.047
Long Range	Pearson Correlation	.032	1	.041	.032
	Sig. (2-tailed)	.732		.654	.730
Short Range	Pearson Correlation	-.046	.041	1	.033
	Sig. (2-tailed)	.621	.654		.724
Time Attitude	Pearson Correlation	.182	.032	.033	1
	Sig. (2-tailed)	.047	.730	.724	

The above table shows that the correlation between academic achievement and short range planning is 0.032 and the significance value is equal to 0.742, which is not significant at the 0.05 percent level. Likewise, correlation between academic achievement and time attitude is -0.046 and the significance value is equal to 0.621, which is not significant at the 0.05 percent level and correlation between academic achievement and long range planning is 0.182 and the significance value is equal to 0.047, which is significant at the 0.05 percent level. The Pearson's correlation matrix obtained for the five interval scale variables is showed in the table. From the results, we can see short range planning and long range planning significantly positively related to academic achievements except time attitude is negatively correlated. The most significantly correlated predictor with effective decisions is short range planning.

4.2.2 Regression analysis

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.181 ^a	.031	.024	7.94342

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	252.997	1	252.997	4.027	.047 ^a
	Residual	7412.595	118	62.819		
	Total	7665.592	119			

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	64.223	3.182		20.182	.000
	SRP	2.059	1.026	.182	2.007	.047

Excluded Variables^b

Model	Beta In	t	Sig.	Partial Correlation	Co linearity Statistics	
					Tolerance	
1	LRP	.026 ^a	.284	.777	.026	.978
	TA	-.052 ^a	-.567	.572	-.052	.978

Analysis

The above table shows the cause-&-effect relationship between the dependent and the independent variables. The short range planning which is explaining 3.3% ($R^2=0.033$) of variation in academic achievement of university students. Long range planning and Time Attitude are included in the excluded variables with their p-values far higher (0.978 & 0.978) than the threshold of 0.05 required to make decisions at 95% level of confidence. From these analyses it is concluded that Weak R2 of 3.3% suggests rejecting the alternate hypothesis as true.

5. CONCLUSION

The aim of this study was to determine the relationship between the time management and academic achievement of the university students. All in all, we found out that time management is highly related to the academic performance of the university students. That is, as our research study has shown that successful students are good time managers. These results, however, can be generalized to the students living in the other universities of Khyber Pakhtunkhwa. As a result of this it was determined that student's behavior in the category of time planning was at the highest level and behavior in the category of time management was at the lowest level. The success of students was above average. There was a significant and positive relation between time planning, time management and academic performance of the students. There was a low and positive relation between time consumers and academic achievement, there was a meaningful and moderate relation between time management and academic achievement.

Time management scores of the student's show the way to score of academic achievement as concluded that students who scored poor in academic achievement gained significantly lower in time-management. There found an association found between time management practices, academic achievements and stress reduction as the research study demonstrated that an association exists between anxiety lessening, practices of time management and higher academic success. Moreover, there is an association between time management abilities and educational outcomes. Giving time to studies outside the class or at home have some positive impacts on the studies and spending more time working have some negative impacts on the outputs of students.

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