THE IMPACT OF TIME MANAGEMENT ON ACADEMIC PERFORMANCE

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Abstract: *This paper examined university students' time management behaviour and the impact it has on their academic performance using Macan's (1994) process model of time management. The study applies quantitative analysis of survey data collected from 236 students of Wollega University selected using a multistage stratified sampling technique. To measure students' time management behaviour and academic performance mean and standard deviation was used. ANOVA and t-tests were the statistical techniques used for hypothesis testing. Multiple regression analysis was employed to determine the impact of time management attributes on academic performance. The Pearson correlation coefficient explains all the three time management factors; setting of goals and priorities, mechanics of time management and preference for organization have statistically significant relation to each other and with academic performance. Among the demographic characteristics of respondents, gender cause statistically significant variation on setting academic goals and priorities, performance for the organization, and CGPA; having additional work influence student activity related to performance for the organization; and place of residence influence setting goals and priorities and using of time management mechanisms. Moreover, students' time management behaviour predicts their academic performance.*

Key Words: Time Management Behaviour, Setting Goals and Priorities, Mechanisms for Time Management, Performance for Organization, Perceived Control over Time, Cumulative Grade Point Average.

Introduction and Justification

Time is one of the scarcest resources man does not have any control over it. Time is passing by and never comes back. However, we have so many things we dream to do and so many things that we have to do. According to Claessens, et al. (2007) the term "time management" is misleading; time cannot be managed, because it is an inaccessible factor. Only the way a person deals with time can be influenced. Time management, lack precise definition' although many authors referred to Lakein (1973), who suggested that, time management involves the process of determining needs, setting goals to achieve these needs, prioritizing and planning tasks required to achieve these goals.

Scholars in the area of time management found individuals who manage their time have less stress, higher job satisfaction, high job performance, better academic performance, higher cumulative grade point average; better health condition, low level work family conflict and distress (Adams & Jex, 1999; Claessens, et al. 2007; Macan, et al. 1990;

Macan 1994; Nonis, et al. 2011; Khuranna & Jain, 2012; Nonis & Hudson 2006; Adams & Jex; 1999; Hosseinzadeh, et al. 2012; Varlamova,2008; Kausar, 2010; Barling, et al. 1996; Hafner 2010; Kearns & Gardiner, 2007; T, E., & Musibau 2010)

Time management behaviour is essential for everyone, especially for university students, whose schedule is often busy with a set of activities and lessons. K. J. Swick (1987) also emphasizes the importance of time management for college and university students as follows "many college students may find the academic experience very stressful, one potential coping strategy frequently offered by university counselling services is time management". Good time management is not only an effective strategy to utilize the time for university students, but it also safeguards them from academic stress and relates to self-reported academic performance and cumulative grade points (Macan, et al. 1990).

For the purpose of our study, the process model of time management Macan (1994) was adapted. Macan et al. (1990) studied the relationship

between time management training, time management behaviour, perceived control of time, and outcomes of time management behaviour. According to the model three time management factors: (a) the setting of goals and priorities, (b) the mechanics of time management (e.g., Making to-do lists and task scheduling), and (c) a preference for organization (e.g. Having a preference for an orderly way of working). In the process model of time management, time management training should lead to an increased frequency in each of these three time management factors. In the model Macan et al. (1990) states that engaging more frequently in the three time management behaviours leading to a greater perception of control over time. By setting goals, scheduling, and organizing, one gains a sense of mastery over how one allocates one's time; that is, the perception that one has control over one's timing. Moreover, in the model time management behaviours are not linked directly to those outcomes, but through perception of control over time. Macan et al. (1990) found that students, who perceived they have control over their time, feel fewer tensions and more satisfaction than students who did not. A perception of control over time was positively correlated with students' self-reported academic performance and with the students' grade point averages according to university records (Macan et al., 1990).

Therefore, knowing and understanding the time management behaviour of students help students and the university develops strategies to increase students' time management behaviour, which affect their perceived control over time, it intern significantly influence students' academic performance. Accordingly, the Wollega university student has focused as no one research has been done to investigate the time management behaviour of students. Moreover, students' time management is a crucial issue in the university as the paradigm shift of teachers centred teaching to student centred and independent learning, require students to spend their time in a planned manner. In general, the following issues have been addressed in our study.

➢ How do students of the University perceive their time management behaviour?

➢ What time management factors affect students feeling of control over their time and academic performance?

Objective of the study

Following are the objectives of the study

◈ To investigate the students' time management behaviour

◈ To investigate the students' feeling of control over time and academic performance

◈ To identify the extent to which time management factors affect the students perceived control over time and academic performance.

Hypothesis

H1a: There are statistically significant mean difference in time management behaviour, feelings of control over time, perceived academic stress, and academic performance between male and female students.

H1b: There is statistically significant mean difference in time management behaviour, feelings of control over time, perceived academic stress, and academic performance between students who have additional work and students without additional work.

H1c: There are statistically significant mean difference in time management behaviour, feelings of control over time, perceived academic stress, perceived academic performance and CGPA among students who are resident in the university's dormitory, with parents, and in a rented house.

H1d: There are statistically significant mean difference in time management behaviour, feelings of control over time, perceived academic stress, perceived academic performance and CGPA among students of different colleges.

Review of related Literature

What is Time?

Time is one of the scarcest and inaccessible resources, man does not have any control over it. It

can't be stored, and/or can neither be increased beyond nor decreased from the 24 hours. As per Pehlivan, (2013) and Benjamin Franklin, (ND) cited in Charumathi, et.al, (ND) time is the resource equally allotted to all mankind. They stated that every individual on earth has the same amount of time 60 seconds in a minute, 60 minutes in an hour, 1440 minutes in a day, 52600 minutes in a year. Pehlivan Further stated that all the material and human resources possessed by individuals and organizations can be improved throughout time or changed as time goes on; so far the only asset that cannot be changed or purchased or stored is "time" itself..

Definitions of Time Management

The term "time management" is misleading; time cannot be managed, only the way a person deals with time can be influenced (Claessens, et.al.; 2007). Many scholars share the same thought regarding time management. They accept time management, lack precise definition, although most of them referred to Lakein (1973), who suggested that time management involves the process of determining needs, setting goals to achieve these needs, prioritizing and planning tasks required to achieve these goals. There are also so many other definitions with different focus areas, such as:

Charumathi, et.al, (ND) stated that time management deals with managing time effectively in order to allocate the right time to the right activity. Therefore, effective time management requires considering the importance of activities while assigning a specific time slot to it. As a result, time management makes individuals highly effective, by showing how to identify and focus on the activities that give the greatest returns.

According to Yosah, (2009) time management refers to the principles, practices, skills, tools, and systems working together to help individuals get more value out of their time with the aim of improving the quality of their life. That is time management is about getting the right things done, it is not about getting a lot of things done. As a result, to be an effective in time management, we may be required to know that there are so many activities we are responsible for that anyone could possibly accomplish. So instead of trying to do it all, we may be required to be selective about how to spend our time. Moreover, this definition

emphasis on focusing and spending time doing things that gets us to the objectives; that will actually make a difference, rather than spending time doing many insignificant things that don't truly matter that much.

Humes (2012) cited in Adebisi, (2013) define time management as an art of arranging business and personal affairs in such a way that show when, where, and how intended for them, as frequently, effortlessly, and ubiquitously as possible, and to facilitate getting things done as quickly as possible with the least amount of resources necessary. Here also the objective of time management is related to achievement of personal and organizational affaires, which requires to make decision regarding when, where, and how to achieve them in a cost efficient manner.

Adair & Allen, (2004) in their book of 'Time Management and Personal Development' raised the question of "Can we manage time?" and take the meaning of management in terms of efficiency (i.e. ensuring that things or organizations run smoothly) and effectiveness (i.e. being economical and prudent about the use of resources to accomplish ends). They concluded that time management deals with effectiveness, since efficiency takes the sense of stopping it, slowing it down or speeding it up. But we can apply time economically to the tasks we have to accomplish.

Sorathiya, (2015) stated that "time management involves investing time to determine what one wants out of his activities." This definition shows that, to be effective in time management individuals may be expected to invest their time to plan the way in which optimal result can be achieved from activities consuming a specific time. Furthermore, according to Sorathiya in time management 'doing the right things' is more important than 'doing things right'. Therefore, the ability to choose between the important and the unimportant and be persistent on the correctly chosen sequence is the key determinant of effectiveness in time management.

Different activities and events an individual or an organization responsible for may have different due dates with different amount of time required to be completed. Consequently, time management involves the organization of tasks or events by first estimating how much time a task will take to be

completed, when it must be completed, and then adjusting events that would interfere with its completion is reached in the appropriate amount of time (North, 2004), cited in (Sorathiya, 2015).

Time management refers to the practices we follow to make better use of our time (Allen, 2001). Time management deals with the application of a set of principles and systems that we use to make conscious decisions about the activities that occupy our time. Time management also deals with self-management; it is the management of our own activities to make sure that they are accomplished within the available or allocated time, which is an unmanageable continuous resource.

To sum-up time management can increase productivity, effectiveness and efficiency through taking conscious control over the amount of time spent on specific activities. Good time management requires the use of skills, tools and techniques that can aid to accomplish tasks, projects or working toward goals and deadlines. In addition, time management is about effective scheduling of time, goal setting, prioritizing and choosing what to do and what not to do, delegating tasks, analysing and reviewing time spent, organizing the workspace, keeping concentration and focus at work, motivating to work towards a goal.

Time Management and Academic Performance and GPA

Pehlivan, (2013) investigate the effect of time management on academic achievement (i.e. Financial Accounting course) and grade point average. His investigation shows that students time management skill determine 6.7 percent of total variance in the academic achievement and 6.9 percent of total variance in grade point average (GPA). He argued that the students' time management affects their academic achievement even if it is low and students' time management skill is one of the predictors of grade point averages.

Similarly Khuranna & Jain's (2012) investigation of university students time management behaviour, revealed that students with higher perceived control of time reported significantly greater evaluation of their academic performance.

Macan, et al. (1990) also investigated the relationship between students' time management

behaviour and their self-reported academic performance and cumulative grade points; found that good time management positively related to self-reported academic performance and cumulative grade points.

Claessens et al, (2007) reported that time management has a positive influence on student learning outcomes. Students should be aware of their working rhythm and should learn to organize their activities according to all factors influencing performance. Longman & Atkinson, (2004) cited in Nadinloyia, et.al, (2013) also stated academic success has, on another perspective; except time management.

Methodology

This study is both descriptive and casual, because it both measures the extent students' time management behaviour and their level of academic performance; in addition to measuring the influence of time management behaviour on academic performance. Cross-sectional- survey was applied. Both primary and secondary data were collected from 252 students of Wollega University selected using a multistage stratified sampling technique. The data collection instrument used is reliability and validity among competing instruments, called Time Management Behaviour (TMB) questionnaire developed by Macan et al., (1990). The instrument has thirty four (34) items measuring the four attributes of time management behaviour (setting goals and priorities, mechanism for time management, performance for the organization, and perceived control over time) on a 5-point, Likert-type scale. The academic performance of the students was measured through their cumulative grade point average (CGPA) taken from the university registrar.

Descriptive statistics (such as frequency, percentage, mean, and standard deviation) were used measure students time management behaviour, perception of control over their time, and academic performance. To test the hypothesized relationships; T-test, ANOVA, Pearson's correlation, and multiple regressions was used. T-test and ANOVA was employed to examine whether a significant difference in mean result between or among groups exists or not. Pearson's correlation was employed to assess the direction and strength of relationship among study

variables. Multiple regression analysis was employed to determine which time management behaviour best predicts students' academic performance (CGPA).

Model specification

The study is intended to identify the relative importance of students' time management behaviour in affecting academic performance (CGPA). The independent variables (Time Management Behaviour) rated on a five-point Likert type scale, ranging from (1) seldom true to (5) very often true. Items in each category was summed up and averaged to yield scores ranging from 1 to 5. The dependent variable of the study, Students CGPA as per the university's record is a continuous variable.

$$CGPA = \alpha o + \beta_1 goal \,\&\, prioritizing + \beta_2 mechanisms + \beta_3 performance\ for\ organization + \beta_4 Perceived\ control\ of\ time + \varepsilon$$

Where:-

CGPA: Students Commulative Grade Point Average

Goal and Prioritizing: the score for goal setting and prioritizing

Mechanisms: score for mechanisms for time management

Performance for organizing: score for performance for organizing

$\beta 1, \beta 2, ...$ beta cofficients

ε : error term

RESULTS AND DISCUSSIONS

Participants were students of Wollega University. A total of 252 questionnaires was distributed, and 183 (73%) usable responses were returned. About 78.7% of the respondents are males. Participants from College of Engineering and Technology takes the largest slice of 40.4%, followed by College of Natural Science 20.2%. The remaining 16.9%, 13.1%, and 7.1% represent students from Faculty of Business and Economics, College of Medical Science, and College of Social Science and Education. Most of the respondent's sole responsibility is their education accounts for 90.7%, the remaining 8.2% of the respondents have additional part time work. The majority (88%) of the respondents' lives in the university's dormitory, followed by those respondents live with their family in the town 7.7%, and the remaining 3.8% of the respondents are residents of the rented dormitory in the town. The age composition of respondents varies from the minimum age of 18 years to the maximum of 34 years with the mean age of 21 years and 6 months. Regarding the academic performance of the respondents, in the study both high achievers as high as 3.94 of CGPA to lower once of 1.65 CGPA are represented with the mean CGPA of 2.80.

Mean, S.D and Correlations between the study variables

Table 1: Mean, Std. Deviation, and Pearson Correlation

Variables	Mean	Std. Deviation	AVSGP	AVMOTM	APFO	AVCOT	CGPA
AVSGP	3.46	.733	1				
AVMOTM	3.39	.761	.581**	1			
APFO	3.37	.820	.170*	.249**	1		
AVCOT	3.40	.799	.018	.045	.259**	1	
CGPA	2.8077	.54286	.391**	.476**	.531**	.354**	1

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Students of the university have good time management behaviour; as the mean result of time management behaviour factors (Setting goals and priorities, mechanisms for time management, and performance for the organization) tilted to the higher result. The study also found that Students' perception of control over their time is better. The Pearson correlation coefficient explains, all the three time management factors; setting of goals and priorities, mechanics of time management, and preference for organization have statistically significant relation to each other at P<0.05 or P<0.01 level; but the relation is weak except, the relation between setting goal and mechanisms for time management. Furthermore, only performances for organization have statistically significant relation to perception of control over time. In addition, students CGPA according to the University's record has statistically significant correlation with all variables of the study. These results support the findings of (Macan, et al., 1990; Macan, 1994).

Hypothesis testing

The hypothesis tests are conducted to test for differences in Students time management behaviour, feelings of control over time, academic performance based on demographic variables, using independent-sample-T-test and two-way-ANOVA.

> *H1a: There is statistically significant mean difference in time management behaviour, feelings of control over time, and academic performance between male and female students.*

An independent samples t-test was conducted to examine whether there was a significant difference between male and female students in relation to the above hypothesis.

Table 2: Gender

Variables	Sex	N	Mean	Std. Deviation	Levene's Test for Equality of Variances		t-test for Equality of Means		
					f	Sig.	df	t	Sig. (2-tailed)
AVSGP	Male	144	3.45	.737	3.968	.048	181	2.075	.039
	Female	39	3.18	.683			64.022	2.167	.034
AVMOTM	Male	144	3.47	.775	.751	.387	181	.450	.653
	Female	39	3.41	.715			64.287	.471	.639
APFO	Male	144	3.43	.816	2.050	.154	181	2.060	.041
	Female	39	3.13	.801			61.126	2.083	.041
AVCOT	Male	144	3.47	.738	2.552	.112	181	2.233	.027
	Female	39	3.15	.961			50.771	1.922	.060
CGPA	Male	101	2.8818	.51579	.792	.375	126	3.087	.002
	Female	27	2.5304	.56129			38.553	2.938	.006

The independent samples t-test shows that male and female students differed significantly in their mean standardized setting goals and priorities (t= 2.075, df =181, p<.05). The female mean (mean = 3.18, SD=.683) was .27 standard points lower than for males (mean= 3.45, SD=.737), indicating an

effect size (Cohen's d) of 0.374 which is moderate. It means that 37.4% of female students score below the average for the male students in setting goals and priorities. The result also revealed that male students of the university statistically significantly differ in their time management behaviour of performance for organization, from female students (t= 2.083, df =181, p<.05). The female mean (mean = 3.13, SD=.801) was .30 standard points lower than for males (mean= 3.43, SD=.816), indicating an effect size (Cohen's d) of 0.369 which is moderate. It means that 36.9% of female students score below the average for the male students in performance for organization. In addition the study also found that male students of the university score higher mean CGPA than female students. The

difference is statistically significantly at 1% significance level with t= 2.938, df =126). Cohen's d test of effect size .668 indicates that 66.8% of female students score below the average for the male students CGPA.

H1b: There is statistically significant mean difference in time management behavior, felling of control over time, perceived academic stress, and academic performance between students who have additional work and students without additional work.

To test whether significant mean difference have between students with additional work and those without additional work the researchers have conducted an independent samples t-test.

Table 3: Additional work. Do you have additional work other than your education during your study?

Variables	Sex	N	Mean	Std. Deviation	Levene's Test for Equality of Variances		t-test for Equality of Means		
					f	Sig.	df	t	Sig. (2-tailed)
AVSGP	Yes	15	3.47	.640	.697	.405	179	.378	.706
	No	166	3.39	.745			17.615	.429	.673
AVMOTM	Yes	15	3.33	.816	.001	.975	179	-.691	.490
	No	166	3.48	.760			16.272	-.651	.524
APFO	Yes	15	2.73	.704	1.065	.304	179	-3.154	.002
	No	166	3.42	.810			17.533	-3.549	.002
AVCOT	Yes	15	3.20	.862	.027	.870	179	-.999	.319
	No	166	3.42	.795			16.228	-.934	.364
CGPA	Yes	10	2.4850	.58565	.349	.556	125	-2.012	.046
	No	117	2.8403	.53198			10.310	-1.854	.093

There is no statistically significant difference in mean result of time management factors, perceived control over time, perceived academic performance, perceived academic stress and CGPA among students who have additional work and students without additional work, except in performance for organization. Students without additional work and students with additional work differed significantly in their mean un-standardized perceived performance for organization (t= 3.549,

df =179, p<.05). Students without additional work mean (mean = **3.42**, SD=**.810**) was 0.69 standard points higher than students with additional work (mean= **2.73**, SD=**.704**), indicating an effect size (Cohen"s d) of 0.861.

H1c: There is statistically significant mean difference in time management behavior, felling of control over time, perceived academic stress, perceived academic performance and CGPA among students

who are resident in the university's dormitory, with parents, and in a rented house.

One-way ANOVA was used to examine whether there are statistically significant mean differences among students in different residence category relation to their time management behaviors and other intermediate and dependent variables. The results and its interpretation are presented as follow.

Table 4: Place of Residence

		N	Mean	Std. Deviation	df	f	sig
AVSGP	University's dormitory	161	3.43	.705	2	9.125	.000
	With family(in town)	14	3.50	.650	179		
	In rent house	7	2.29	.756	181		
AVMOTM	University's dormitory	161	3.49	.751	2	9.687	.000
	With family(in town)	14	3.64	.497	179		
	In rent house	7	2.29	.488	181		
APFO	University's dormitory	161	3.39	.838	2	2.313	.102
	With family(in town)	14	3.36	.633	179		
	In rent house	7	2.71	.488	181		
AVCOT	University's dormitory	161	3.39	.800	2	.178	.837
	With family(in town)	14	3.43	.852	179		
	In rent house	7	3.57	.787	181		
CGPA	University's dormitory	115	2.8169	.55350	2	2.449	.091
	With family(in town)	8	2.9575	.33847	124		
	In rent house	4	2.2525	.30270	126		

A statistically significant overall difference in mean standardized setting goals and priorities between the different residence for students F(2, 179) = 9.125, p<.001 was observed. Pair-wise comparisons using Tukey post-hoc tests (See Appendix 4) revealed multiple statistically significant comparisons. Students live in rented house (Mean = 2.29) scored lower than those students live in the university dormitory (Mean =3.43) and students live with their family (Mean = 3.50). moreover, a statistically significant overall difference in mean standardized mechanisms for time management between the different residences for students F (2, 179) = 9.687, p<.001. The Pair-wise comparisons using Tukey post-hoc tests (See Appendix 4) revealed multiple statistically

significant comparisons. Students live in rented house (Mean = 2.29) scored lower than those from students live in the university dormitory (Mean =3.49) and students live with there family (Mean = 3.64).

H1c: There is statistically significant mean difference in time management behavior, felling of control over time, perceived academic stress, perceived academic performance and CGPA among students of different colleges.

The result of the study revealed that there is no statistically significant mean difference among students from different colleges in time management factors, perceived control over time,

perceived academic performance, perceived academic stress and CGPA

Results of Econometric Model

Multiple regressions are used to determine which variables among time management behavior predict students' academic performance (CGPA) as well as whether perception of control over time mediate the relationship between students' time management

behavior and academic performance (CGPA). The time management factors of setting goals and priorities, mechanisms for time management, and performance for organization and demographic characteristics of the respondent are independent variables and control over time is the mediating variable used to determine to what extent they are predictors of the dependent variable Students CGPA.

Table 5: coefficients table of multiple regression analysis

Model		Unstandardized Coefficients		t	Sig.
		B	Std. Error		
	(Constant)	-.040	.635	-.064	.949
	AVSGP	.203	.050	4.065	.000
	AVMOTM	.162	.060	2.714	.008
	AVPFO	.103	.062	1.657	.100
	AVCOT	.128	.050	2.583	.011
	Sex (Males Vs Females)	.243	.110	2.212	.029
	Age	.026	.026	1.001	.319
1	Additional work	-.078	.144	-.545	.587
	CoBE	.152	.115	1.315	.191
	CSSE	.317	.231	1.371	.173
	CNS	.015	.108	.143	.887
	CHMS	.147	.133	1.109	.270
	CET(Reference)	0			
	Resident with Family	.016	.204	.076	.939
	Resident of Rented dormitory	.103	.258	.397	.692
	University's Dorm (Reference)	0			

The dependent variable which is students CGPA is collected from the university registrar. Setting goals and priorities is computed by taking the mean response score of respondents on the ten questions that deal about students' engagement in setting their own short and long term educational goals and evaluation as well as revising it. In the same fashion the score for mechanisms for time management is calculated by computing the mean score of respondents in eleven questions which were designed to assess the students' way of dealing with time management (for e.g., making to-do lists and task scheduling). The values of performance for organization are calculated using eight questions. These eight questions were about students' behavior regarding whether they deal their education in organized way or not for example having a preference for an orderly way of working. Perception of control over time also taken from five questions that asks students the extent to which

they feel having control over their time and the extent to which students believe their way to deal with their time is determined by others and situations. When the average is computed the responses of those negatively phrased question was re-coded since they are reversed.

The basic assumptions of multiple regression were checked before going to analysis and all assumptions were meet successfully (see annex 4). Normality of distribution, and Heteroskedasticity were tested using plot diagrams and Collinearity tested using VIF and tolerance values.

The multiple linear regression model predicted 51% of the variance. The model was suitable for predicting the outcome ($F = $**16.510**, df = 7, 118 $p <$ .000). The coefficients for the explanatory variables are tabulated below:

Among time management factors setting goals and priorities was the strongest predictor of student's academic performance (CGPA). However mechanisms for time management and perception of control over once time, still accounted for a statistically significant amount of the variance. In addition, male students obtained on average a score of 0.234 points higher than females even when time management factors were controlled.

Conclusion

The aim of this study was to investigate student's time management behavior, and examining whether their time management behavior influence their academic performance. The following are conclusions drawn from the investigation: The mean score of male respondents in setting goals and priorities, performance for organization, perception of control over time, and CGPA is significantly higher than female students. Students with additional work, score statistically significant lower mean score in performance for organization and CGPA than students without additional work during study. Residence during study can cause statistically significant mean difference in setting goals and priorities, and methods for time management. Students with rented dormitory in town score statistically significant lower score for setting goals and priorities, and methods for time management than students stay in the university's dormitory and with their families during study. The mean CGPA is 2.8 which can be considered as good achievement. With regard its predictors among the study variables, sex have statistically significant impact. Male students sore on average a score of 0.234 points higher than females even when time management factors were controlled. Among time management factors setting goals and priorities and methods for time management have a statistically significant direct effect, and performance for organization have an indirect effect through perception of control over time.

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