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Effects of Time Management on Male Students' Academic Achievement

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Abstract: *Time management plays a key role in a person's success. Relevant literature established that a relationship exists between time management and the academic achievement of students. The study focused on the undergraduate level. The study aimed to understand students' awareness of time management and whether they have prepared a weekly schedule for their activities. Moreover, it also aimed to look at whether time management has any impact on students' academic achievement. The study considered all public sector universities as a population. Four sample universities were conveniently selected in Khyber Pakhtunkhwa. The study used a random sampling technique to select students from universities, calculated their time management using the Britton and Tesser scale, and collected semester results. The collected data was tabulated, analyzed, and interpreted in light of the study objectives. Data were analyzed through Chi-Square and Continuity Co-relation. It was found that a strong relationship exists between time management and academic achievement, and the p-value was less than 0.05. The study found that a good time management score is directly linked to a higher academic score. It was recommended that university teachers provide proper guidance to students to maximize their time in order to achieve their academic targets.*

Key Words: Time Management, Weekly Plan, Academic Achievement

Introduction

Intellectuals of different periods defined the importance of time; Plato measured its standard and rule in the world, whereas Aristotle explained the basic scale of measuring motion (Kelly, 2002). Some other scholars consider such a precious source to be of the same magnitude to every person in this universe (Alvarez Sainz, Ferrero & Ugidos, 2019). Its dispersal dissemination is equal to all beings. These researchers view its use as totally reliant on the person's skills. How does a person use this source material a lot? The school head's time management is mainly reliant on various variables such as styles of time management, school category, i.e., private or government, and school level.

Proper Time Management can lead any institutional head towards better results. Cole (2012) argued that the key to success is completely dependent on proper Time Management, learning ability, coordination, and financial arrangement. It has been accepted that time management can simplify task achievement according to the situation and topic. Working in a sequential and systematic way can enhance our performance because time is the same for everyone, and it is mandatory for us to do it properly. Kelly (2002) clarified that it is frequently a specific tricky thing, and individuals often know about the significance of time application mechanically. He emphasizes that task achievement can only be possible if we schedule proper time for every task.

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Britton and Glynn (1989) explain that time management involves three basic components:e macro, intermediate, and micro. They highlighted that the macro level of time management indicates the importance of individual adoptions and objectives. The intermediate level is regarded as another factor that can build the idea of creation and task achievements, which are mandatory in the first stage. In the third level, which is called the micro level, all preparation is carried out to implement the already created tasks in the second stage. They formulated a scale about Time Management that focused on these three levels. Furthermore, Conway and Briner (2009) claimed that time management is a person's eccentric qualities, and this mannerism is simulated by the individual's how they operate their time.

Tme Management – A Significant Challenge

It was observed that most of the people consistently perform numerous tasks and complain about a shortage of time. It has been observed that most people feel pressured when they face time management issues. It has been noticed that many educationalists know the significance of time management in educational curricula (Alvarez Sainz, Ferrero & Ugidos, 2019.

A significant portion of the literature suggests that the exercise of proper management is very important for employees. Proper time management is significant for achieving progress in the profession and earning more income. Johnson and Dick (2019) explained that poor time management brings bad results for students and professionals as well.

Background of the Study

At the university level, academic achievement and Cumulative grade points Average (CGPA) are based on the positive completion of assignments that have to be completed in a given time. Hence, it is mandatory for the students to complete the assigned tasks within the allocated time frame. Currently, students are faced with manifold responsibilities and social application dilemmas. Iheanacho (2012) concluded that in the modern–day world, it is a test of a person's ability to manage time.

A study by Xu (2015) suggested that academic achievement is influenced by the time management skills of the students. It was established that a major factor in students' unsatisfactory results at higher secondary levels is low management skills (Hijazi, Naqvi & Raza, 2006). Other studies also claimed that an association is found between time consumed in academic activities, studies, and accomplishments (Zimmerman, Greenberg & Weinstein, 2023). They make it easy for the learners to take an interest in their studies and activities, which are directly related to results.

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

Objectives of the Study

The study aimed to know about students' awareness regarding time management and whether they prepare any schedule for their weekly activities. Moreover, it aimed to look at whether time management has any impact on students' academic achievement.

Hypothesis of the Study

1. Time management has no relationship with male students' academic achievement.
2. Students' Time management and academic achievement have a positive correlation.

Significance of the Study

The study provides insight to teachers, academic institution heads, and parents about the impact of proper time management on students' academic achievement. It gives information that students need to learn

how to prioritize their tasks according to their importance. It will help them understand what to do on an immediate basis and what to postpone. The current research broadens the scope of the research area for other scholars who wish to conduct studies in the same area.

Delimitations of the Study

The study was delimited to undergraduate male students in Khyber Pakhtunkhwa.

Review of Literature
Components of Time Management

Lay and Schouwenburg (2016) described that having a decent scheme of activities is necessary, and some regard it as the work of a genius. If the adjacent atmosphere display is in disarray, then the focus on the task is less. They further explain that the nastiest display and ill-prepared schemes are considered as the trap of time. They argued that an individual must have the courage and potential to make excuses at work; otherwise, unnecessary tasks will increase your problems in working time. It has been mandatory that you have the ability to know the limitations in your effort and, similarly, know how to deny undesirable work. Lastly, such an individual has a sufficient period for his/her or other work.

Academic Achievement

Student achievements are directly related to their interest in study as they get scores in the class quizzes for mid- and terminal-term examinations. Osa-Edoh and Alutu (2012) claimed that educational success is the restrained skill and accomplishment level of a student in a university, topic, or specific assistance (Indreica, Cazan & Truta, 2021). In inculcation, representation is frequently allowed as undistinguishable with educational letdown or obtaining in moving out of duty, development, or responsibility. Achievement is regularly considered identical to academic attainment or obtaining in running of an obligation, activity, or package.

Procrastination

According to Tice and Baumeister (1997), delay is pronounced as the consequence of postponing or submitting something at a later stage. Their abilities and hard work can make it possible to achieve the desired position in the required field. However, it has been observed that their demanding timetable of responsibility, their work, and some important tasks have to be carried out on a priority basis. Most of the time, students cannot distinguish between the important tasks, and this ineluctably loads up pending work schemes over an important period.

Researchers reflect time management ability and boldness as significant adjustments that influence learners' abstract achievement. Karim and Mitra (2019) argue that occasionally, learners do not provide a good time for tuition or twitch their research for inspection at the very previous minute, which is the foremost influence that stimulates their results. Schoolchildren become critical and thoughtful, and they have limited time to deal with their academic and social engagements. This can make it worse to manage their work in an academic career.

Time management is defined as a talent or conduct that makes it possible for the learners to cope with their regular tasks in such a method that suitable time is owed for every task, conferring its significance and resolve. It is considered a respected feature for students' superior academic reaching. It further elucidates that it is essential for the students to recognize that to order their jobs, allowing to its magnitude, they demand to stay focused on these responsibilities. Likewise, Zimmerman, Greenberg, and Weinstein (2023) explained time management as a proficiency or skill that helps students manage their resources successfully. Other studies have clarified time management as a procedure or ability that benefits an individual to realize the tasks' results in an efficient manner (Sansgiry, Kawatkar, Dutta & Bhosle, 2004).

Studies by Kaushar (2018), Debayo (2015), and Martin, Stamper, and Flowers (2020) suggested that students' proper time argued that proper use results in their good grades. These scholars described such

students as the best in time management. They argued that proper time management is one of the important variables that influence students' academic performances.

Time Management Relationship with Academic Achievement

The researchers focused mostly on variables such as school environment, availability of various facilities for learners and teachers, teachers' qualifications and teaching practices, etc., while measuring learners' academic performance (Denlinger, 2014). Kaushar (2018) emphasized that time management for learners and teachers is one of the important variables in assessing learners' performance. She reported that setting up a schedule for activities for learners led to better academic performance in the school. López Zambrano, Lara Torralbo, and Romero Morales (2021) studied learners' time management practices in relation to their academic performance at school. Their study suggested that students are not trained or educated about the importance of time management skills, which affects their abilities to schedule tasks according to their importance. Consequently, their performance was negatively affected. Even the study suggested that the school managers (heads) did not give importance to the time management factor.

The relationship between time management and academic performance at the school level was studied by Bjorvatn and Tungodden (2010) in Tanzania. The study found that a positive relationship was found between the variables. The study found that a learner who spends most of his time studying and doing mathematical tasks under the observation of his teachers is absolutely connected with better performance. In studies regarding time management and its relationship with learners,'' performance in science subjects, Claessens, Eerde, Rutte, and Roe (2014) found that those learners who mostly study under the observation of their teachers produce better academic scores as compared with those who mostly study in isolation. Students' better results are due to their study under the guidance of teachers who plan the tasks better according to their importance.

Conway and Briner (2009) investigated the relationship of time management by learners with their academic performance at the school level in Uganda. It was found that a greater number of schools do not prioritize tasks for the learners, whereas some schools execute the plan in a proper way. Schools were provided instruction samples for better and timely execution of activities, but a large number of schools consider it incomprehensible. Moreover, poor time management is related in some schools because they do not follow the proposed timetable. Simonsen et al. (2010) found that a clear and positive impact was found when the students were given deadlines for academic task completion. It is evident from the studies of Johnson and Dick (2019) that time management by the learners is linked with students results at school level.

Research Methodology

The nature of the study was a survey, and its population was undergraduate students of Khyber Pakhtunkhwa (KP). Four universities were selected conveniently among the thirty-seven universities in Khyber Pakhtunkhwa for sampling, and their names were Abdul Wali Khan University Mardan, Bacha Khan University Charsadda, University of Swabi, and Mardan Women University.

Students were conveniently selected from the departments of these four universities as a sample of the study. The total sample of the study was 400. Sample figures from these universities varied due to the variation in the total strength of students.

Data was collected through a questionnaire because it allows a researcher to collect more information in a short time and is the most suitable tool in survey research (Moser & Katlon, 2017). Britton and Tesser's (1991) standard scale was used to measure students' time management efficacy. Students' results were collected from the controllers of examination offices of their respective departments. A total of four hundred questionnaires were distributed, but only 390 were returned to the researchers. The collected information was compiled and tabulated for analysis.

Data Analysis

The data were tabulated for analysis, and SPSS was used to test the application. The researcher applied Pearson Chai Square and Linear by Linear association at the 0.05 level of significance.

Objective 1: Students' Perception of Time Management Score

Table 1

Students classification according to time management scale questionnaire

S. No	Category	Score On the Time Management Scale
1	Excellent Time Management	45-50
2	Fair Time Management	30-44
3	Low Time Management	Below 30

The table explains that students' Time Management skill was measured through the Time Management Scale, and the results were divided into three groups. Those students whose score was 45 or more than 45 to 50 were considered as Excellent Time Management, whereas those who scored 30 to 44 were put into the category of Fair Time Management. Low Time Management score was less than 30 on the Scale.

Table 2

Cross tabulation of academic percentage and time management scalescore

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

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

Objective 2: To Find Out Whether the Students Prepare Their Weekly Plan

Table 3

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

a. 0 cells (0.0%) have an expected count of less than 5. The minimum expected count is 36.32.
b. Computed only for a 2x2 table

The p-value favors the statement that students prepare their weekly plan for activities. The data shows that male students do not bother too much about planning their weekly activities. The figures for those who prepare their weekly plan and those who do not are almost the same.

**Objective 3**: To Find Out the Impact of Time Management on Students' Academic Achievement

Table4

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

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

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

Graph

Bar Chart
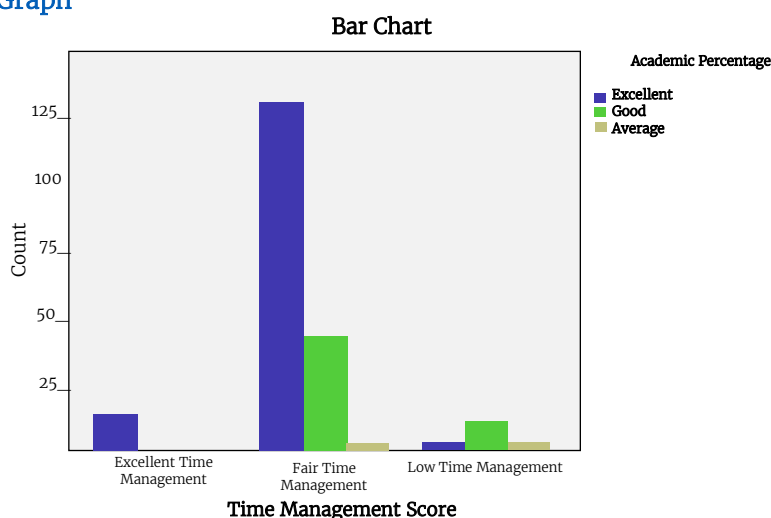
Findings, Conclusions and Recommendations

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

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

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

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