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UNIVERSITI UTARA MALAYSIA

COLLEGE OF BUSINESS

**AN EMPIRICAL STUDY ON RELATIONSHIP BETWEEN TIME
MANAGEMENT AND ACADEMIC PERFORMANCE: A CASE OF UUM
COLLEGE OF BUSINESS**

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Abstract

This study aimed to understand time management factors which related to academic performance which are time planning, time attitudes, and time waster, and also to identify the relationship of Time Management on academic performance among undergraduate students in the UUM College of Business (COB). Additionally, the data was collected by using questionnaires and the findings revealed that time management had a great role in Academic performance. In conclusion, the findings showed that the three factors which is time planning, time attitudes, and time waster have a significant role in enhancing the relationship with academic performance. In essence, the researcher recommend the need to hold training and workshops for students to help them know about how to allocate the right time for studying a subjects in order to obtain a higher levels of academic performance.



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Abstract

Bahasa Melayu

Kajian ini bertujuan untuk memahami faktor-faktor pengurusan masa yang kaitan dengan prestasi akademik iaitu masa merancang, sikap masa, dan pembazir masa; serta mengenal pasti hubung kait pengurusan masa pada prestasi akademik antara pelajar mahasiswa dalam Kolej Perniagaan UUM (COB). Selain itu, data dikutip dengan menggunakan borang kaji selidik dan hasil kajian mendedahkan bahawa pengurusan masa mempunyai peranan yang besar dalam prestasi akademik. Kesimpulannya, hasil kajian menunjukkan bahawa tiga faktor iaitu perancangan masa, sikap masa dan pembazir masa mempunyai peranan penting dalam meningkatkan hubungan dengan prestasi akademik. Secara dasarnya, penyelidik mengesyorkan keperluan untuk mengadakan latihan dan bengkel pada pelajar untuk membantu mereka mengetahui tentang bagaimana untuk memperuntukkan masa dengan sewajarnya untuk mengulangkaji mata pelajaran supaya dapat memperoleh prestasi akademik yang lebih tinggi.

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CHAPTER ONE

INTRODUCTION

1.1 Background of study

Though time is possessed equally by every person, people still fail to utilise it properly. Time cannot be bought, altered or stored. An individual can easily succeed in life if he learns to manage his time effectively and realises the importance of efficient planning. Everyone should learn time management, especially the university or college students, who have packed schedules and need to devote equal time to studies and fun (Al Khatib, 2014).

Time management refers to the process of effectively controlling and managing the amount of time that one spends on certain activities, and is seen to be very helpful in increasing productivity and efficiency. This process can be aided by several processes and techniques which could help in managing time while carrying out projects or for fulfilling certain objectives. Some of these techniques include – effective planning, setting realistic and achievable goals, delegating tasks, analysing the amount of time spent on each task, organising, scheduling, monitoring, and prioritising (Qteat & Sayej, 2014)

Time management comprises of several tools and techniques which help the individuals manage and organise their time effectively. This concept must be attempted, learned and mastered by everyone in their career. It is through time management that one can improve their personal and group productivity and progress in their career, which leads to a better professional and personal life

experiences (Maganga, 2014). For this purpose, it is important to study and analyse the schedules of successful people, as it can motivate others and help them make better goals. The concepts and theories stated by scholars and researchers enable us to understand the importance of time in every sphere of life. It is imperative and extremely crucial for every person to comprehend the essence and significance of time management.

Students find the concept of time very problematic as they are constantly juggling their academic and social activities. They try to cram a lot of activities within their schedules like reading all chapters or books, meeting deadlines, participating in the extracellular activities ,A proper time management schedule like setting realistic goals, prioritizing the work and monitoring the time usage could help them facilitate their productivity and decrease their stress levels, while also leading to effective work and a good academic performance (Al Khatib, 2014). However, a bad time management schedule, like not allocating the time properly for all the activities and studying at the last minute could increase their stress levels and lead to poor performance. Though many students have begun realising the benefits of time management and effective time practices, very few researchers have investigated the effective time management practices and its effect on the performance.

Moreover there are many theories talk about time management like Pickle Jar theory to time management. According to the pickle jar theory, an efficient time management system has to be used to create a seamless balance between people's responsibilities and activities. Time has to be allocated approximately for everything so that things fit well where they are supposed to fit. This theory is primarily based

on the fact that individuals have a number of key priorities in their lives that include workload, sleep or rest, family responsibilities, health, learning, and leisure.

Time management can be initiated by committing to bring about a change. Nikzad (2013) Stated that time can be managed properly by setting goals and thereafter prioritising the tasks based on the manner in which the individuals or the organisations wish to fulfil the goals. The importance of managing time is based on the fact that the people complain that have to do multiple tasks but do not possess sufficient time to carry out the said tasks. The time management process helps in identifying the requirements of the person based on the importance of the task and then, matches it with time and similar other resources (Grissom, Loeb, & Mitani, 2013). Hence, for managing their time efficiently, the students need to be very creative and must introduce different ways to generate an output and result within a stipulated time frame (Adejo, 2012). Along with managing their assignments, emails and homework, the students must decrease the time spent on phone calls, browsing the net or procrastinating. The most important factor for time management involves planning and protecting this planned time, and includes re-conditioning the environment, and even others' expectations.

Managing time effectively can decrease the stress levels, maintain balance, increase productivity and also helps in moving towards one's goals. All these arguments could help people to realise that time management was very important for improving their life and achieving success (Abduljabbr, 2012). The researchers have investigated different methods for efficiently managing time and its effect on the performance which is time planning, time attitudes, and time waster.

Time management is one of the effective ways to improve performance which recently has received more emphasis in the field of organizational behaviour. This type of management helps avoid unnecessary work, organization, delegation and finally increases efficiency. Time management is not something distinct and separate from management in a general sense and its purpose is to avoid wasting time and discipline work time (Eshaghieh, 2015).

Time management helps one to succeed in all walks of life. The term 'time management' is closely associated with people carrying out administrative work. Despite its relevance, many individuals find time management difficult and hence, seek the assistance of people with proper qualifications for improving their personal skills. This helps them to exploit the available resources for satisfying their individual and societal expectations and helps them to adjust to their current and future circumstances (Al-Zoubi, 2016). The issues here is to investigate the relationship of time planning, time attitudes, and time waster, on the level of performance. However the (COB) stuff playing a major role on how they motivate the student to care about their time and performance.

The concept of performance is linked to both the individual and the organization's behaviour it occupies a special place within any organization as a final product of the outcome of all activities in the organization, And on the individual and the organization and the state level If the importance of time stand out in every area in general, the importance of academic performance process does not succeed if you do not employ the available time better The effectiveness of the student depends on his ability to manage his time and according to the specific priorities that will help to achieve the objectives assigned to it. Hence the emphasis on the

importance of this study was to ensure that the time management, and improve performance.

Education is a basic tool used by society for transmission of its societal values. It has become an area of prime importance not only for government or voluntary agencies but also for individuals, families, governments and communities. The overall importance of education in general and science education in particular to mankind cannot be over-emphasized. No nation can afford to neglect science education at any level of education and hope to thrive in any field of human endeavour. Science education is imperative for useful living in any society. It is at the centre for producing resources necessary for socio-economic, scientific and technological development needed for advancement of any nation (Ebong, 2015). The researchers' interest and motivation in this topic is the fact that some students are exceptionally good in their work, while some extremely bad. Therefore this study intended to explore the degree of time management factors (time planning, time attitudes and time waster) influence the performance of students with a view to making useful suggestions that would help in improving the performance.

1.2 Problem statement

In an organization there are number of resources which must be utilized such as people, money and material which are all important. But there is one resource we all have in common which is time. (Maganga, 2014) Time has to be managed so as improve performance. Performance in an organization revolves around efficiency (doing things right) and effectiveness (doing the right thing). Time management strategies are associated with the recommendation to set personal goals; these goals are recorded, broken down into action plan or a simple task, implemented and being assessed.

The success of business organizations depends on the efficient exploitation of their resources, money, materials, machines, markets, employees and times. The importance of the element of time emerges as being embedded in all other elements (money, materials, machines, markets). Since the money has a time value, the machines have an operating capacity, the market has timing to enter, and the timing of the launch of the new product, and As well student members have the obligation to attend, leave and studying time. Therefore, time has been the focus of many studies, for example (Amir Ehsan Eshaghieh1, 2015). On another hand, Njagi and Malel (2012) mentioned that there are some studies that have focused on time planning (Abduljabbr, 2012), and some of researchers interested after the implementation of the scheme (control and identity of waste and loss) while others focused on the time attitude and the effects on the effectiveness of time utilization.

Time management involves prioritising the tasks and exerting an effort in distributing tasks. Al-Zoubi (2016) states that an individual must always prioritise 7 issues – improving their contacts, preparing for their activities effectively, improving

their management process, planning in advance, seizing newer opportunities, and improving their own personal skills,

Britton and Glynn (1989) developed 3 major factors which helped in assessing the time management practices and these include – time planning, time attitudes and the time wasters. The primary issue was called time planning and comprised of several items which were associated with planning in a shorter duration (i.e., daily or weekly intervals) or a longer duration. According to Almsafir (2012), time planning was related to the academic performance, if it was accompanied by high motivation. However, Jekale and Tsega (2008) observed that time planning was important for development. They further classified this factor into 4 types, i.e., bar graphs, network diagrams, resources for unnatural project programming and the time planning under uncertainties. (Yu & Jo, 2014) mentioned that , the researchers have determined the various controllable components that must be included in the learning analytics for helping the learners improve their learning process by effectively managing their time.

The next factor was known as time attitude, and it was connected to the assessment of the tasks that needed to be performed. Almsafir (2012) Stated that the attitude towards time reflects the basic individual temperament. In this study, the researchers aimed to connect the time attitude with the performance. Also, Almsafir (2012) stated that wastage of time is due to poor time utilisation techniques and an ineffective use of personal time.

The concept of time is seen to be a huge problem and can affect the academic and social lives of the students. The students get easily overwhelmed when then tried

to cram a lot of activities into their schedules like meeting deadlines, reading many chapters or books, or participating in extracellular activities etc. This could make them feel that they did not have enough time to effectively manage their work. An appropriate time management schedule like setting goals, prioritising work and monitoring the time usage could help the facilitate their productivity and decrease their stress levels, and lead to better performance (Al Khatib, 2014).

However, Asikhia (2010) mentioned that a bad time management behaviour like an improper time allocation for all the activities and cramming all school work and trying to complete all work at the last minute could increase their stress levels and lead to poor performance. Though many people realise the benefits of time management and effective time practices, very few researchers have investigated the effect of the time management practices on the performance. Performance is a fundamental and specific focus of the organizational performance that all educational institutions seek to develop as a key factor for their continuity, development and ability to adapt to internal and external variables.

This study seeks to identify the reality of the three dimensions which is time planning, time attitude, and time waster in an educational institution and the quality of the impact it leaves on the level of academic performance, for a specific segment of student. And also to addresses the problem of weak time management along with the presence of excessive amounts of leisure time available to the students, which could affect their performance. Therefore the staff have a major role to give the students, a lot of attention to usage effective time based on the excessive amounts of time wasted in an academic environment. These factors led the researchers to understand the effects of time management on the academic success of the students

studying in the College of business in UUM. This study seeks to solve the problem of time management and performance through planning and know the means that limit them in the future.



1.3 Research Questions

1. Do time planning have relationship with the academic performance?
2. Do time attitudes have relationship with academic performance?
3. Do time wasters have relationship with academic performance?

1.4 Research Objectives

1. To examine the relationship between time planning and academic performance.
2. To examine the relationship between time attitudes and academic performance.
3. To examine the relationship between time wasters and academic performance.

1.5 Scope of Study

This study is limited in scope to cover the undergraduate student at UUM College of business (COB), University Utara Malaysia.

1.6 Significance of the Study

This study aimed at creating awareness and assessing time management in improving academic performance in college of business (COB) university utara Malaysia , Therefore the study is expected to be of much Value to the under graduate students as Follows:

Members of students will be informed on importance of time management in increasing academic performance Also, it will help decision makers to formulate different strategies which will help the implementation of time management

The researchers will be benefited by identifying variable areas for further Research, and will be used as an additional reference to researchers on time management. It will also add knowledge to the academic community and stimulate further research in the field Time management.

1.7 Organization of the Study

This study is divided into five chapters. Chapter one provides general introduction and the background of the study. It also contains the problem statement research questions and research objectives furthermore, Chapter two is composed of literature review beside some relevant the theoretical background which was divided into three sections; the time management, academic performance and the relationship between these two variables. Chapter three presents the research methodology whereby the research design, data collection and data analysis methods have been discussed. Chapter four consists of presentation of the findings. While Chapter five consists analysis, discussion of the finding, Conclusion and recommendation.

CHAPTER TWO

LITERATURE REVIEW

2.1 Background

Literature review is defined as a written summary of journals, articles, and other documents that describes the past, the current state of information on the topic of your research study. Time management is one of the effective ways to improve academic performance which recently has received more emphasis in the field of student behaviour, the following section provides a summary of the academic literature that is relevant to this study. It includes a section on time management, factors of time management, academic performance, and time management and academic performance.

This chapter is a foundation on which the research is built. The purpose of the study was to assess time management in improving academic performance in college of business (COB). The researcher conducted a conceptual overview of the study, theoretical framework, and empirical studies in order to generate research ideas focused on research objective and questions.

This chapter involved reviewing various studies and literatures relevant to the problem being investigated or being exploited and within the frame work of the theory structure. The general orientation of this literature review is then critically to review and contribute the previous work in a relevant area which in turn serves as the study guidelines for the researcher.

2.2 Concept and Theory

Time management is a set of principles, practices, skills, tools and systems that help a person use his or her time to accomplish what one wants. The managers want to be more effective; they must recognize the time and what their job really is and then use the resources at hand to support rather their own nature (Mgeleka, 2015) .

Managing time or setting aside a few minutes requires strategies and great planning practices. Past studies and various how-to books propose that one can utilize time effectively and beneficially by setting fleeting and long haul objectives, keeping time logs, organizing errands, making schedules and planning, and getting sorted out one's study pace (Grissom, Loeb, & Master, 2013).

Time management is defined as “behaviors that aim at achieving an effective use of time while performing goal-directed activities” (Rapp, Bachrach, & Rapp, 2013).

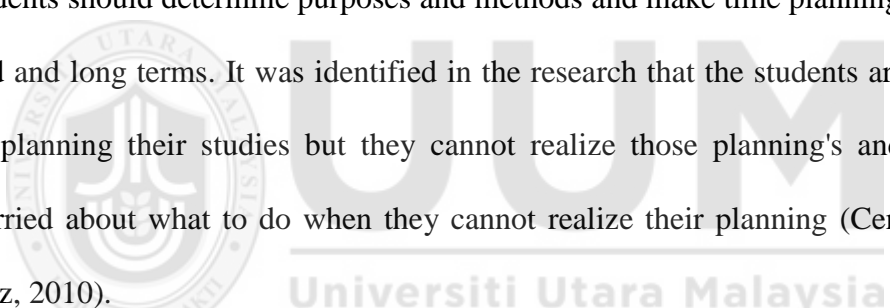
Maganga (2014) defined time management as a process which helped in the organisation of the events or tasks by determining the amount of time needed for the completion of the tasks, deadline for completing these tasks, and thereafter adjusting the interfering events so that the tasks could be completed within time. Time Management not does indicate that several tasks have to be done in the day but refers to the completion of the important tasks. This process helps the person decide the most significant tasks, either at home, workplace or in one’s personal life. Thus, the individual has complete control of his own life.

2.3 Factors Relevant to Time Management

Britton and Glynn (1989) described 3 factors for assessing the time management practices, i.e., time planning, time attitude and time wasters.

2.3.1 Time Planning

Time planning is one of the most important element of efficient time management. The best planning of the time means the determination of the purposes and priorities in fact (Cemaloglu & Filiz, 2010). The time management and the time planning approaches can be accepted as the integral feature of the individual who wants to be efficient in every phase and activity of life. Due to this reason, the students should determine purposes and methods and make time planning for short, mid and long terms. It was identified in the research that the students are studying by planning their studies but they cannot realize those planning's and they are worried about what to do when they cannot realize their planning (Cemaloglu & Filiz, 2010).



When the social, economic and cultural environment of university is taken into consideration the importance of having efficient time management skill of the students in order to determine when and what to do is well understood. The university students are to complete more complex activities and acquire the fundamental knowledge and skills related to the profession they will have in the future. From this point of view it must be thought that the need of the students to have academics achievement and take place in the social life is in proportion to use the time in the best way and have the time management skills (Cemaloglu & Filiz, 2010).

The primary issue involves time planning, and it includes several items that could assist in planning time for completing tasks within a short duration (either daily or weekly intervals) or a longer duration (Maganga, 2014). Barling, Weber, and Kelloway (1996) stated that efficient time planning combined with high motivation was associated with the job performance. However, Jekale and Tsega (2008) observed that time planning played an important role in the development and thereafter classified time planning into 4 types, i.e., bar graphs, network diagrams, unnatural project programming of the resources and time planning under uncertain conditions.

2.3.2 Time Attitudes

The second issue is time attitudes, this is very attitudinal in nature (Maganga, 2014). Time attitudes in agreement with connected within the assessment of tasks that are being performed. Time attitude reflects basic options of individual personality. The time attitudes of the students are the behaviours related to pay attention to the time planning and spare more time for the activities planned. These behaviours are acquired in the family first and then taught by the teachers and friends at primary and secondary schools in the future years. According to Cemaloglu and Filiz (2010), the efficient use of time both decreases the anxiety and increases the success. The efficient use of time is possible by developing positive attitude against the time management. Especially the university period is very important in developing the attitudes related to conscious to use the time in an efficient way. One of the missions of universities is to have the students acquired this conscious.

However, the research results show that the students cannot use the time efficiently but they only spend time. In the research carried out by Macan (1990) it was stated that the students developing positive attitude to the time management can use their performance best and because of this reason they face with low role confusion. Misra and McKean (2000) Determined the relationship between academics stress, anxiety, time management and free activities and as a result of the regression analyses they determined that some part of the academics stress is related to the time management perception and attitudes.

2.3.3 Time Wasters

God distributed time equally to all human beings but the difference is how each individual use his/her time in a day (Mgeleka, 2015). In life we perform some of activity that have low ratio of benefit to time spent. Although most people blame others for their poor use of time and point out the external factors as the primary source of time wastage but in reality they are responsible for wastage of time. Therefore, many authors have given various things performed by human being that waste time as shown below.

2.3.3.1 *Lack of skills or incompetence*

Robert (2008) argues that in the organization some of job activities call for administrative skills, and sound knowledge of the organization procedures, other demand social skills and a sensitivity to people's needs and yet other require technical and specialist knowledge and the ability to apply it. Individuals should believe in organization as the system, thus has different entities depending on each other and they should work together. Also, some people lack skills to perform a given task that forces them to fail to accomplish their tasks on time.

2.3.3.2 *Ineffective meeting*

An ineffective meetings can be time wasters, especially when there is no specific reason, agenda and time frame for holding them. It is easily to fail to hold the meeting without realizing that some of that time clarifying the need and reason for the meeting could save a lot of time in the long run. Adequate prior preparation by the participants, brief and well directed proceedings, concise action, minutes and systematic follow up action help to save time in meetings (Mgeleka, 2015).

2.3.3.3 *Lack of resources*

It is the crucial issue for the organization that lack human resource, money, instrument for performing the given activities. For example, it is difficult for a doctor to use effectively his time in the area where there is little expertise.

2.3.3.4 *Procrastination*

It implies the tendency or habit of postponing things. In our daily life people do postpone things due to subconscious fear and laziness thus can be fear of failure or of unknown or of ridicule (Mgeleka, 2015).

2.4 Time Wasters

The complete administrative process is the synthesis of some sequential processes (i.e., planning, organising, directing and censorship). The people wasting time during the planning stage are not interested in having a specific goal and do not define a deadline for completing their tasks. The people wasting time during the organisation stage probably do so due to the presence of several tasks and they do not prioritise their tasks, which could cause a duty disclaimer. The people wasting time during the directing step are more worried about the irrelevant details and do

not establish a rapport with the other workers. Lastly, people wasting time during the censorship stage have several visitors and workers working with them and therefore, they often tend to neglect the small mistakes made by the workers (Al-Zoubi, 2016). Chioma and Ekpete (2011) noted that the time wasters can be described based on their habits, attitudes and behaviour of the students, researchers, educators and directors.

2.5 The Relationship between the Independent Factors and the Academic Performance

2.5.1 The Relationship between Time Planning and the Academic Performance

In one study, Denlinger (2012) suggested that an efficient use of time was directly linked to the improvement in the academic performance and success. For testing this theory amongst the students, the researcher provided 141 advanced undergraduate students with a Time Use Efficiency Scale (TUES), which was a social desirability scale, and the students reported their own 20 GPA scores. The TUES determined the manner in which the students used their time. This social desirability scale was a type of a true or false questionnaire that depended on the socially desirable responses. Initially, the researcher divided the efficient usage of time into 3 elements: awareness of time, awareness of activities that can be done for filling the time and possessing positive in-task work-related habits. The findings of the study showed that a positive correlation was present between a judicious time management, GPA scores and the academic performance. Furthermore, the researcher deemed the social desirability scale as insignificant with regards to the time usage or GPA scores, whereas higher TUES scores could be directly related to a high GPA score and better academic performance.

2.5.2 The Relationship between a Time Attitude and Academic Performance

In their study, Tanrıöğen and Işcan (2009) aimed to determine the time management attitude along with the skill levels in the students studying in the Pamukkale University and investigated the effects of their skill sets on their academic performance. Their findings showed that several of these students possessed average levels of time management skills, while very few had higher time management skills. Furthermore, the researchers also observed that 7.9% of the academic performance was predicted to be due to the time management skills possessed by the students.

2.5.3 The Relationship between Time Waster and Academic Performance

Rosen, Carrier, and Cheever (2013) investigated the behaviour of the students in the middle schools, high schools and colleges. They observed that the students were easily distracted by the social media platforms like Facebook and began texting within 6 minutes of the start of a study session. Additionally, determining the daily Facebook usage and the texting behavioural pattern amongst the students were seen to be strong predictors of the off-task behaviours during the study session. Moreover, it was seen that the social media platforms and similar technologies which increased multitasking but decreased the academic performance could be easily accessed through the mobile, as described in Figure 2.1.

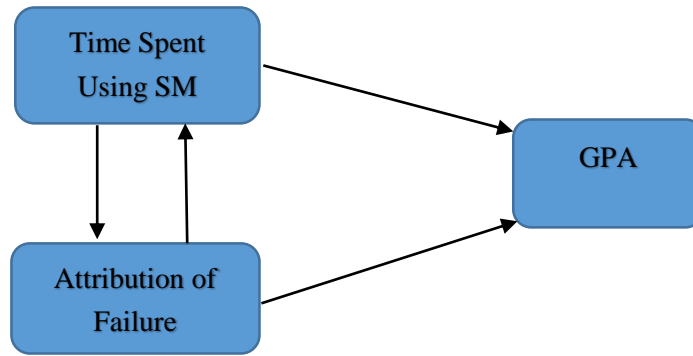


Figure 2.1: The Relationship between Times Spent Using Social Media, Attribution of Failure and Grade Point Average (GPA)

Source: Adopted from Al-Menayes (2014).

Hence, it becomes important to address the negative effects on the time usage like distractions and multitasking. Junco and Cotten (2012) carried out a study wherein they examined the effect of multitasking on the GPA scores of the college students. Due to higher social media engagement, and presence of many distractions like text messaging and Facebook, many students resort to multitasking for managing their lives. The researchers carried out a web survey and the results of the survey indicated that such technologies prove to be a distraction since the students spend a lot of their time accessing these technologies while doing their schoolwork, which could fractionate their concentration levels and limit the absorption of the material being studied. This decreases the overall GPA scores of the students and affects their academic performance. On the other hand, students might try to dispute such findings and claim that they did spend several hours studying every week, however, they would not report or under-report the number of hours they spend browsing the internet or engaging in social network platforms. Therefore, having a self-reported data could skew the complete study and lead to inconsistent results, along with also neglecting the different techniques used by the students for distracting themselves from their studies.

Thus, a critical analysis of all these studies showed that the researchers primarily investigated the time management practices in a classroom, but neglected to study its effect on the academic performance of the students. Furthermore, the currently used time management practices in many of the private secondary schools have been of major concern. These factors have led to the researchers in this study to examine the existing effects of the time management skills on the academic performance of the students.

All the studies and the discussion corroborate the 2nd, 3rd and 4th hypotheses that time planning, time attitude and time wasters were directly related to the academic performance of the students.

2.6 Techniques of Practising Time Management

The changing demand of today's work place has forced us to take on more than we could ever get done, although managing one's time effectively is not an easy task. Mgeleka (2015) Identified four primary habits that serve as possible staples of personal productivity. Those four techniques are; setting goals, prioritizing tasks, scheduling time and staying organized with high support from other writers on time management as shown below.

2.6.1 Setting Goals

Mgeleka (2015) Argued that for a person to manage time he or she must set goals and priorities. The first includes such behaviours of setting goals one wants to accomplish and prioritizing tasks to achieve these goals. The goal should be SMART (specific, measurable, achievable, realistic, and time bound), because is the target

one needs to achieve, thus helps to know where you are going or understand if you are in the right direction.

The people who are involve in goal setting and lining up the steps to reach those goals are the goal achievers since that they undertake an important habit of remaining to their focus towards accomplishing their large objectives (Mgeleka, 2015). Planning daily activities and adhering to them, makes a person understand the power of his or her target-seeking mind as it involves defining large objective and small objectives that move us towards achieving our targets. For any successful person in the world he/she understands the importance of goal setting as they direct the whole activity in achieving general targets on time.

2.6.2 Setting Priorities

According to Newman (2012), prioritizing tasks or activities supports goal accomplishment because it is the most potential step that lines up the goals for the purpose of achieving them. Also, it helps one understand which thing has importance over others in a given moment and act in a right way. The managers or individuals become more effective when they recognise what is their job really is and their responsibilities, thus, enable to prioritise the activities in a simple way.

However, the key to prioritisation is determining the most important thing to do in order to reach your goals. Eisenhower 1950's as sited in (Taylor, 2012) provides criteria to consider when prioritising activities. He initiated a system of personal time management by dividing tasks into four categories such as; Urgent and important, urgent but unimportant, not urgent but important, and not urgent but also unimportant.

- ❖ Urgent and important, these are things a manager or an individual should deal with immediately and should give higher priority depending on the nature of job, for instance in the pickle jar theory these are regarded as large rocks.
- ❖ Urgent and unimportant, these are things that require the manager or individual to perform although are not important. Therefore, individuals or managers are advised to delegate to other people who are competent with the particular activities, thus to deal with the urgent and importance things.
- ❖ Not urgent but important, these are the activities which are entered in the calendar. For instance breakfast, Lunch, and dinner. They are important but can be done or not depending on the person's willingness.
- ❖ Not urgent and unimportant, these are time wasters done by the manager or individual in the organization. Therefore, it is advised these items to minimise or eliminate because can cause someone fail to use time effectively such as telephone frequent call, WhatsApp and the like.

2.6.3 Scheduling time

Mgeleka (2015) argues that time management is not straightforward task as it requires individual to change the behaviour by creating realistic time frames and putting completion dates on the items on to-do list. Set deadlines, post them where you cannot help but see them on your computer screen. The managers or individuals in the organization must develop a feeling for the passage of time and the habit of scheduling their time .There are things to consider such as calendar that helps in scheduling meetings, events and activities which assist one to know where is going and what to do in advance.

It helps the organization to hold purposive meeting, however meetings are very potential in the organization development because they help in solving problems, deal with crises, building teams, therefore the chair person should recognise the importance of those who attend and keep the stakeholders connected through scheduling the meeting indicating where to start and the end with clear agenda.

2.6.4 Stay Organised

Stay organised gives a person a sense of place. People who are neat, organised in work areas are able to find things that are needed now and they are perceived as better workers than others because of their neatness and orderliness (Molloy,1987: Rich, 2012). Whether we work in different places such as in an office, shop, vehicle or other settings, organising our workplace completes the four key habits.

2.7 Advantages of Time Management.

Adejo (2012) has stated some of the advantages of practising time management as follows:

1. One can obtain complete control over several areas in one's life
2. Leads to higher productivity.
3. Makes one more organised.
4. Time can be utilised effectively
5. Effective time management could increase the time available for doing activities of one's choice and relaxing.

2.8 Principles of Effective Time Management

Adu-Oppong (2014) defined the principles which could help in achieving effective time management skills. Proper time management is better than that learned through experience alone and therefore has to be studied and practised regularly till one gets completely involved with the art and science of time management. The application of this technique is not actually guided by any law but needs to be practised systematically. The following are some of the principles of time management:

A. Planning:

Planning involves formulating goals and defining practical methods for achieving those goals. Also, it includes dividing the task based on the activities that have to be carried out for improving the performance and completing the task within a fixed time frame. Planning helps in avoiding the conflicts in the usage of the resources since all resources including time are very limited. Time can be planned in a manner which enables the achievement of all the goals with the help of the available resources. A planned work schedule includes a designed technique wherein all the tasks and activities are effectively arranged, which aids in their completion. Planning could be short-term (i.e., daily, weekly or monthly planning) or could be long-term. The assigned to-do lists and job schedules help in planning the manner in which time could be productively and effectively spent during the work hours.

B. Organisation:

Planning is followed by organising the tasks. Organisation of tasks includes the resources in the plan for achieving the goals. It includes the general arrangement of

the planned activities, and in this stage, all the resources which would be used are brought together (C. Ugwulashi, 2011). Organisation also includes the assembly of the resources in order to facilitate the fulfilment of the assigned or set goals. Organisation of time includes the time allocation for the tasks according to the person doing the task, place or the job requirements. Here, the administrators assign the tasks and responsibilities to their staff according to the target that has to be achieved. Effective time management helps in creating work schedules for fulfilling the objectives. It includes the development and maintenance of a flexible and corporate schedule which includes tasks that are vital to the institute. Different schedules exist for different types of activities. The limited resources can be effectively utilised only if the activities are organised, controlled and coordinated properly by the administrator.

C. Responsibility:

The fundamental principle of modern time management is based on accountability and responsibility. The main hurdle that must be overcome by the administrators is to realise that they are solely responsible for scheduling their activities or tasks and ensuring that the work is completed on time. Thus, the administrators are responsible to ensure the adherence of the time schedule and the conformity of the employees (Adu-Oppong, 2014). Some of the steps for responsibility include:

- ❖ Claiming responsibility for ourselves.
- ❖ Being more responsible for the tasks undertaken and personal abilities.
- ❖ Being more responsible towards whatever is received.
- ❖ Being more responsible towards the leaders.

2.9 Some Other Principles for an Efficient Time Management

Time management is also based on efficiency. This includes focusing primarily on the significant or important tasks since there is a general shortage of time for completing all the tasks that one wishes to complete. The least important tasks must depend on the completion of the most important tasks (Adejo, 2012). This reflects the main idea behind the Pareto principle that indicated that 20% of the activities would account for around 80% of the actual value of all activities. In other words, if one has to complete 10 tasks, 2 of the tasks would have a worth higher than the remaining 8 tasks. Thus, one has to concentrate on these 2 tasks since they contribute significantly to the total work. This principle is known as the Principle of forced efficiency and it states that though one does not have sufficient time to accomplish all the tasks, one does have enough time to accomplish the important tasks.

2.10 Importance of Effective Time Management

YAKUBU and EDNA (2015) described the importance of time management below:

- 1) **Time is very limited:** Time is a type of resource which cannot be saved or stored for later. Every person gets an exact amount of time. If one does not use it effectively, it is lost forever.
- 2) **Time is scarce:** Many people feel that they do not sufficient time to complete their numerous tasks, and always blame a lack of time for their activities. Effective time management helps in utilising the time in an efficient manner.
- 3) **Time is required for everything:** One requires time to accomplish all the worthy things in life. Also, it is unproductive and risky if one keeps waiting for free time. One must learn to manage time to carry out important tasks.

Even if a small amount of time is spent on fulfilling the major goals every week, it still leads to progress.

- 4) **Several choices:** Recently, due to advancing technology, there are several ways to spend time. However, one must plan and make appropriate choices. Effective time management helps in making conscious choices, such that a majority of the time can be spent doing important and relevant activities.

2.11 Importance of Time Management in an Organization

Taylor (2012) described six benefits of effective time management in an organisation, which have been presented below:

- 1) **Provides a sense of control:** An effective management of time helps in taking control over what needs to be done and when it has to be done. Time management also helps in controlling the activities and one can remain focused in the driving seat.
- 2) **Helps in achieving goals:** Effective time management helps in achieving all the objectives. It also involves several skills like planning or scheduling activities which direct the individuals towards achieving the organisational goals. Planning of activities requires a commitment towards completing a task within a specific deadline. After overcoming the habit of procrastination, this method ensures that the individuals work on the tasks constantly, till the goals are achieved.
- 3) **Decreases efforts and fatigue:** Sometimes everyone is so busy in their work that they fail to realise if they are making any progress in achieving their goals. Effective time management is not related to accomplishing numerous tasks within short time duration, but it encourages in carrying out lesser tasks

of more significance in the amount of time available. It directs the individuals to pay a lot more attention and concentrate on those 20% of the activities which generate 80% of the results, thereby indicating that one can achieve more with lesser effort. Pareto analysis must be applied which states that lesser effort (20%) leads to better results (80%).

- 4) **Maintain a balance in life:** People generally tend to work longer durations to complete their tasks. But as time is finite, such a tendency indicates that one sacrifices family and personal time to carry out these activities. Effective time management helps in setting goals and allocating a particular amount of time for the major areas in life. It encourages one to work smarter and not just harder for achieving their assigned goals.
- 5) **Reduces stress:** Many-a-times, stress is a by-product of bad working habits. For instance, multitasking, letting things get piled up till the last moment, eating on the run, working for longer hours and neglecting breaks can increase the stress levels. After learning the time management skills, a majority of the stress is reduced. This is important as stress decreases productivity and the performance, hence, time management helps in carrying out the tasks more efficiently.
- 6) **Allows one to completely enjoy their life:** Time management helps the individuals realise that they have a specific purpose in their lives. It endows them with skills that can help them fulfil this purpose. Time reflects the journey through life and managing time effectively means that the person is managing his own life. Life is more enjoyable if one is not chained to numerous responsibilities but can make choices, maintain a balance and a perspective, progress further and realise that all dreams can be fulfilled.

2.12 Time Management Properties

An equal amount of time is available to each and every person, but if lost is lost forever. The relevance of the time in a person's life is based on his achievements and progress in life since every minute passed brings him nearer to death. Furthermore, the energetic people find time to be highly relevant while lazy people do not pay any attention to the amount of time wasted. Time is very important in a person's life as the age of the person is the continuum of the time units, and the humans have to make an effective usage of the time allotted and also exploit it properly (Al-Zoubi, 2016).

2.13 Merits an Effective Time Management

Time management is necessary for effectively carrying out the daily tasks by a person, group of people and an organisation (Ugwulashi, 2013). Time can be utilised in many different ways like:

- 1) Time management helps in setting goals: For example, UNESCO set 6 internationally-agreed upon goals for fulfilling the learning requirements of all the children, youth and the adults by the year 2015 (UNESCO, 2000). These objectives were divided into those achievable by 2005 and those by 2015. It becomes obvious that time management is necessary for fulfilling these objectives till their final deadline of 2015.
- 2) Time management is important for obtaining a general sense of time and not using it for other activities even though one may have extra time on hand. This enables an easy planning and implementation of the strategy.
- 3) Time management motivates the individuals, groups or organisations and helps them to forecast and accomplish their goals. If a school is run without applying

the time management principles, it indicates that the school is not focused in a particular direction for imparting quality education to the students (Ugwulashi, 2012).

- 4) It restricts the amount of time for a particular activity, which prevents resistance.
- 5) Time management helps in assessing the progress made towards a goal. Hence, the teaching schedule and examinations have to be timely.

Time management decreases stress and anxiety as a particular amount is pre-set for that activity before organising and implementing the tasks.

- 7) It helps in setting appointments.

2.14 Time Management Theories

The concepts and theories stated by scholars and researchers enable us to understand the importance of time in every sphere of life. It is imperative and extremely crucial for every person to comprehend the essence and significance of time management.

2.14.1 Pareto Principle: 80-20 Rule (Njagi & Malel, 2012)

Vilfredo Pareto, an Italian rationalist and financial expert, introduced the principle of 80-20 rule that controls every situation in life. His discernments were based on the fact that 80% of the land in Italy belonged to just 20% of the population. The findings of his study turned into the rule of thumb for several business associations, where it was observed that 80% of profits were caused by 20% of the workforce. This 20% was composed of the most competent and talented individuals who led and executed their work within a specific time interval, resulting in an improved rate of efficiency. In relation to this hypothesis, Dr. Joseph Juran, a

business and quality administration pioneer, quoted: 'imperative couple of, paltry numerous' form correlations.

2.14.2 Pickle Jar Theory (Njagi & Malel, 2012)

The pickle jar theory is not only easy to understand but also simple to implement. The experiment is primarily a time management paradigm that will assist one in prioritising one's work and in achieving the milestones of one's life. A practical experiment can be carried out to understand the concept better. Fill an empty pickle jar with rocks. Now add pebbles to fill the spaces in between the rocks. The jar becomes quite compact at this point, but even then there is some inconspicuous space still left which can be packed with sand. Now pour water in the already filled jar and close the lid.

This filled pickle jar is a perfect representation of your life. The foremost responsibilities of your life or your major goals are the rocks that occupy most of your life's space. It also implies that you are required to dedicate more time towards such goals. The pebbles or the chipped stones indicate your hobbies that need lesser time than the major goals. Lastly, the sand particles are the daily chores of your life that fit snugly in between your goals and hobbies.

The water, on the other hand, is the distractive and the disruptive force in your life that deviates your attention from the path of success. This theory not only explains to us the right way of managing time but it also emphasises on the importance of avoiding distractions and time mismanagement, so that we always stay on the right track.

Relationship of Pickle Jar theory to time management

According to the pickle jar theory, an efficient time management system has to be used to create a seamless balance between people's responsibilities and activities. Time has to be allocated approximately for everything so that things fit well where they are supposed to fit. This theory is primarily based on the fact that individuals have a number of key priorities in their lives that include workload, sleep or rest, family responsibilities, health, learning, and leisure. As per this theory, none of the priorities has a low level of importance, but it is very essential to manage all the priorities efficiently in the midst of time constraints, so that performance in different areas of life can be improved.

2.14.3 McGregor Theory X and Theory Y

Maganga (2014), in his hypothesis, developed two different perceptions of how individuals observe human behaviour at work and professional life. He believed that firms follow one of the two opposite approaches. He termed these methodologies theory X and theory Y.

He claims that in theory X, administration has the responsibility to make sure that the constructive elements of the organisation such as materials, money, and people are properly coordinated with the objective of meeting financial ends. People have an inherent dislike for work and have a tendency to avoid it every time an opportunity presents itself, which we term time wastage; they are inherently selfish, not concerned with the needs of the enterprise; it is necessary to direct their efforts through motivation by regulating their activities and modifying their behaviour in

order to fit organisational requirements. It is always necessary to make them aware of their requirements as they lack ambition and are always prone to seeking security.

It is difficult for people to take an initiative by themselves because of their inherently lazy nature. People need to be convinced, incentivised, coerced, regulated, motivated or even penalised in order to make them meet the organisational goals. The role of administration is to persuade and control the staff members. If the administration does not have an active involvement, people tend to stay passive and unconcerned about the needs of the organisation.

Alternatively, theory Y demands that management is given the responsibility to coordinate the elements of efficient enterprise such as materials, money, people and equipment with the target of meeting financial ends. Work is a natural activity for the employees; they are not resistant or passive to organisational objectives and are continually ready to take an initiative when required for meeting the objectives because individuals are naturally not lethargic. Unlike theory X, employees seek and accept responsibility all the time. Nonetheless, the only way administration can ensure that staff members are committed is to facilitate them with proper conditions and operational environment to enable them attain their objectives through their efforts to meet organisational goals on time.

In the suppositions suggested in theory Y, the administration's role is to cultivate employees' potential and assist them to employ that potential for the achievement of common organisational goals. The administration, in order to accomplish its tasks, makes use of these assumptions as standards and this generates a variety of opportunities which fall between the two extremes. On one of the sides,

the management can be stiff or strong and, on the other side, it can be flexible or weak. Theory X is the viewpoint that conventional management has adapted towards the people while many modern enterprises are now adapting the enlightened assumptions of theory Y.

2.14.4 Parkinson's Law (Maganga, 2014)

This theory created by British historian Parkinson (2001), claims that work multiplies to fill the available time. Looking busy is often seen as being more productive than being idle and it is assumed that the work is accomplished quickly. So people will appear to be doing the work at a quick pace to look as if they are busy. Parkinson's Law is associated with concentration threshold -- the level beyond which work is generated and below which no amount of work is produced. Concentration threshold differs with each person and each job. Simply said, workers allot time to accomplish specific tasks. If they allot too much time, they postpone and work will not be accomplished by the deadline. If sufficient time is not allotted, the work will not be completed because the staff member cannot complete it in the allotted time.

2.15 Previous studies on time management

Morakinyo (2012) carried out a study on effectual time management for high performance in a business entity, considering the case of Lasaco Assurance PLC. He noted that effectual time management is the remedy to organizational efficacy and not a panacea. Effectual time management would enhance productivity, make job scheduling simpler, aid people in prioritising and finishing key tasks, make employees to carry out tasks at their greatest skill level, and assist in recording and steering the business entity towards attaining its set objectives. The study showed

that business entities should strictly conform to effectual time management so as to offer quality services to their consumers.

According to H. L. Taylor (2014), time management has a great impact on efficiency and productivity of a work, therefore in future there will be a movement towards research on internal time and how we can manage our brains and take an advantage of our biological clock in order to manage our time. This means that, the increase of time wasters like phones, emails, computer, television and other communication technology has reduced the capacity of individuals in managing their time effectively, thus needs biological clock.

As per Pouresmaeil (2013), who carried out the study on the relationship between job satisfaction and time management, noted that time management has a favourable impact on job satisfaction. This shows that for workers in the local government establishments to be content with their job, they should manage their time so as to decrease stress at the place of work. One of the key challenges facing several business entities is how to satisfy their workers and retain them. Thus, the management should not just focus on enhancing incentives and morale but also take into account time schedule which would aid the workers in finishing their job on time.

Furthermore, the work done by Njagi and Malel (2012) revealed the importance of time management from individuals to the organisation level. The study conducted aimed to determine the effects that time management strategies have on the performance of some of Kenya's selected parastatal. The findings showed that there was a positive relationship between organisation performances and time

management. However, there was low positive relationship that exists between the understanding of measurable time bound performance. They suggested that parastatal heads have to sensitise management using objectives that can be measured within a specific period of time.

Every economic activity comes with its requirements on time, cost, and quality. One achieves effective and efficient goal realisation through appropriate time, cost, and quality management procedures. Therefore, time, cost, and quality are essential elements that determine any organisation's success, especially social (formal) organisations such as the school. The focus of C. S. Ugwulashi (2012) is on the implications of time, cost, and quality in school administration by studying the concepts, applications, compatibility, and relevance in the attainment of school goals. Because Without efficient use of time and cost in pursuit of school activities, quality cannot be maintained .hence, time seems to be the measuring instrument for effective cost and quality management in any organization. In other words, cost and quality go together, when appropriate cost is allocated and funded, the school can provide the quality teaching and learning services in promoting performance.

2.16 Academic performance

2.16.1 Concept of academic performance:

At a university, academic performance can be seen as a product of two kinds of factors: one set originating in the individual—the unique combination of every student's socioeconomic ability and elements—and the other originating in the school attended—related to the systems of patterns and education of sharing knowledge that are arranged within schools (Win & Miller, 2005).

Performance refers to the instrument that ensures that the representative achieves the goals that the association sets. Thus, along these lines, the association achieves the destinations that it specified itself during its key arrangement.

Two academic factors were considered as the main predictive of success in the university (McKenzie & Schweitzer, 2001) - study skills and secondary school grades. It was discovered that these variables had a moderate contribution to this prediction. Secondary school grades account for the largest part (approximately 0.5) of GPA variance, with various studies revealing that study skills make up for a small fraction of unique variance above this. Thus, there are also other important factors in predicting university success, if academic factors only explain no more than fifty percent of the GPA variance.

Generally, academic performance describes how good a student is in completing his or her studies and tasks. However, there are several factors that determine the quality and level of the academic performance of the students, including grades, standardised test, attendance, extracurricular activities, and behaviour. Furthermore, individual variations in academic performance are associated to differences in personality and intelligence (Dahie, Osman, & Mohamed, 2015).

2.16.2 Terms and Principles of Good Academic Achievement

According to Al-Zoubi (2016), achieving good academic level is preceded by three terms - motivation, repetition, and general method. In terms of relation, more repetition or practice from the student means that he or she will achieve higher academic rates. Motivation refers to the inclusion of desire to the effort produced.

The general method implies that the learner needs to conduct a general review of the topic and be able to draw facts and further points on his own.

2.16.3 Steps in rating academic Performance

First, the problem has to be put in writing. It should specify if the student lacks a particular skill, or if the student has a behavioural problem that has to be addressed first. There has to be specificity about any problems or incidents that happened because of a behavioural problem or a skill deficiency (Maganga, 2014).

2.16.3.1 Establish Expectations

Define the performance or behaviour areas that need improvement. Specify the skills and changes that are needed from the student and establish the end results clearly in writing.

2.16.3.2 Establish Timelines

The deadlines and a schedule of priorities have to be included in the Performance Improvement Plan. One also has to identify the time periods when actions need to be taken and changes have to be made. There should be communication regarding how these deadlines will be imposed, as well as the resulting consequences if they are missed.

2.16.3.3 Develop an Action Plan that Includes Goals and Objectives

Specific tasks should be assigned to both the supervisor and the students to so that the improvements given in the expectations could be met. The student should be able to give an input on whether the action items are fair and reasonable. Ensure that the student possesses all the tools that he or she needs for better performance, including the support from supervisors or other students.

2.16.3.4 Review the Performance Improvement Plan with the Employee

Ensure that the student understands all the study's elements and that the student is prepared to accept the specified consequences if he or she fails to meet the satisfactory student performance. The student and his or her supervisor must sign the plan in order to acknowledge its receipt and review.

2.17 Performance Theory

Gandhi led a nonviolent revolution that liberated India from colonial rule. On September 12th, 1962, JFK challenged the country to “go to the moon in this decade and do the other things, not because they are easy, but because they are hard, because that goal will serve to organize and measure the best of our energies and skills...” Wonderful accomplishments also occur in day to-day practice in higher education. An advisor inspires students to follow their dreams. A teacher magically connects with students. A researcher continually asks the quintessential questions that lead to revolutions in thinking. A dean inspires an entire college to collaborate and attain wonderful outcomes (Don, 2012).

There is no broad theory about execution essentially. Nonetheless, we have various methodologies and models, frequently based on specific disciplinary points of view, for example, financial matters, brain science or creation administration, which help us to comprehend and arrange parts of execution (Guest, 1997).

Yasmin (2008) Suggests that elite, at the individual level, relies on upon high inspiration in addition to ownership of the essential aptitudes and capacities.

2.18 Previous Studies on Academic Performance

Akhter (2013) stated that this study's main objective was to examine the relationship between academic performance and internet addiction in university undergraduates. Based on current literature, it was hypothesised that internet

addiction could negatively affect the students' academic performance. The result demonstrated was in accordance with the specified hypothesis. The same result was obtained by different studies. These results revealed that an increase in the utilisation of the internet by dependent users will result into an increase in the probability of lower grades and missing classes.

Furthermore, Junco and Cotten (2012) examined the relationship between academic performance and multitasking. The results of this study revealed that, indeed, the multitasking frequency with certain ICTs (text messaging and Facebook) was negatively predictive of overall GPA in college. Despite the fact that this finding was consistent with other multitasking research, multitasking while talking on the phone, using email, and searching for information that is unrelated to the class did not have any relationship with the overall GPA. This is shown in Figure 2.2.

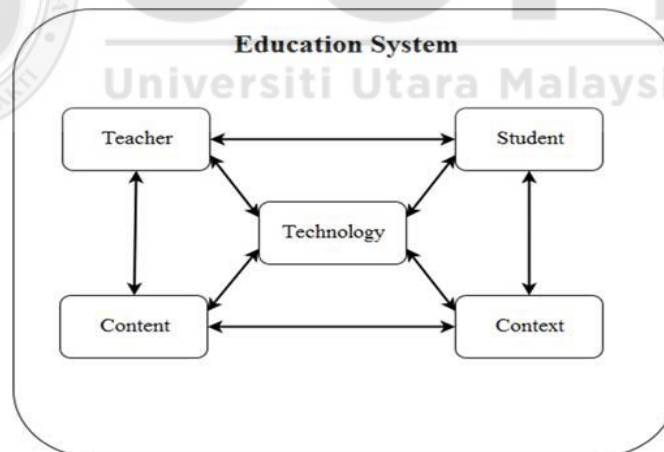


Figure 2.2: Educational system components and their relations (Alkahtani et al., 2016)

One can explain this discrepancy either by the features of the actual technologies or by qualitative differences in the manner that the technologies are utilised by students. Texting and Facebook are used for social purposes, while

searching and emailing are used for academic purposes. Nevertheless, based on previous studies on multitasking, it would seem that utilising these other ICTs will also have an effect on academic achievement since it causes the student to switch between other tasks and their studies.

Alternatively, Alwagait, Shahzad, and Alim (2015) examined the effect of social media usage on the academic performance of students in Saudi Arabia. Their study aimed to explore the effects that social media use has on the academic performance of the students, their ability to engage, and the impact on their lives. The result also revealed that Facebook and Twitter were one of the most popular social networks that students spent majority of their time on. In this study, students stated that besides excessive social media use, they felt that football and time management were factors that contributed to their negative academic performance.

Even though some research has illustrated a negative correlation between the use of Facebook and academic performance, newer research has suggested that this relation is most likely moderated by multitasking. Junco (2015) studied the time that students at various class ranks spent on Facebook, as well as the time they spent with Facebook while multitasking, and their other activities. The results revealed that seniors spent considerably less time on Facebook and that they also spent considerably less time multitasking with Facebook compared to students from other class ranks. For freshmen, time spent on Facebook was considerably negatively predictive of GPA. This was not true for other students. Furthermore, multitasking with Facebook was considerably negatively predictive of GPA for juniors, sophomores, and freshmen, but not for seniors.

Nzewi, Chiekezie, and Ikon (2016) conducted a study that examined academic performance and time management of postgraduate students from Nigerian universities. The study's specific objective is to establish if time management is the only variable that influences the cumulative Grade Point Average of postgraduate students from chosen Nigerian universities. The study used survey research design and data analysis was conducted using mean and standard deviation. The formulated hypothesis was tested using Z-test statistics at 5% level of significance. Their results showed that time management is not the only factor that influences the cumulative Grade Point Average of postgraduate students from the chosen Nigerian universities. Furthermore, family workload, as well as other psychological factors, affects the academic performance of postgraduate students from selected universities in Nigeria.

This research was performed to determine External Motivation, Time Management, and Students' Academic Performance: Evidence that is taken from a Malaysian public university. This study used the quantitative questionnaire survey method. Based on the findings of the study, it was shown that there is a positive and significant relationship between students' academic performance and time management (Hamzah, Lucky, & Joarder, 2014).

2.19 Time Management and Academic Performance

Despite the fact that the connection is intuitively apparent, surprisingly few research was performed that linked academic performance to time management. However, there is an expanding body of research suggesting that time management has a positive relationship to academic performance (Burrus et al, 2013). For instance, in a recent study conducted with middle school students, several researchers discovered that the time management skills of organisation and planning

had a positive relationship to course grades. Moreover, researchers theorised that time management strategies are vital cognitive features of self-regulated learning which result into higher academic achievement.

Al-Zoubi (2016) examined the effect that time management had on academic achievement. The aim of this study is to recognise the effect that time management has on the academic achievement of high school students from the Hashemite Kingdom of Jordan. The study selected a sample of (2000) female and male high school students to serve as respondents to the questionnaire. The findings revealed a medium degree and static significance at the time management level based on the high school students in Irbid city. The study also revealed that there is a statistically significant relationship between the academic achievement and the ability to manage time among high school students. It was also revealed that there was a statistical significance within the ($\alpha \leq 0.05$) level of this relationship based on the gender variable. However, there were no differences based on studying hours.

Social network sites have gained significant popularity around the world. Various users use this for different purposes and reasons. Various studies were conducted on social networks and the effects that they have. However, there is very minimal practical evidence available about the effect of utilising social networks on the academic performance and social engagement of college students. Tayseer and Alcheikh (2014) discussed the effect of the utilisation of social networks, Facebook and Twitter, on the academic and social aspects of students' engagement. The findings revealed a correlation between the GPAs of the students and their use of social networks. One noteworthy finding was that numerous respondents do not utilise social sites to search for college-related information. Nevertheless, many of

them promote the idea of conducting online study groups. Another result also revealed that the students have a tendency to use social networks more for social purposes instead of academic ones.

Moreover, Faisal Z. Miqdadi (2014) examined time management and its relationship to academic performance within the Petroleum Institute (PI) in Abu Dhabi, the UAE. They conducted the study by performing a survey among male freshmen and sophomore regarding problems of procrastination, interruptions, disorganisation and work load stress. They obtained results that revealed that time management has a high correlation to academic performance. Finally, a discussion of the results led to recommendations that may be used by the PI students to practice an improved level of time management.

Furthermore, Mercanlioglu (2010) examined students who gave more importance to education and who therefore chose to have a master's degree education. This is done in order to handle the constant developments and changes of the business life, and determine what the most significant challenge will be, which is improper time management. With this idea in mind, especially for students who work different jobs at various times and ages, but who are studying in the same time period, it is extremely important to determine the relationship between academic performance/success and time management skills by implementing a time management survey. Results of the factor analysis reveal that students know their short-range plans when they manage their time. Conversely, they do not have awareness of their time attitudes.

Scholarly literatures have demonstrated that time management is one of the contributing factors that affect students' achievements and academic performance. According to Balduf (2009), poor time management is a contributing factor to academic underachievement. On the other hand, effective time management can lead to higher college achievement levels. Karim and Kandy (2011) illustrated and tested the impact that time management skills had on self-efficacy and academic performance. This study's results showed that training one's time management skills in order to improve self-efficacy and academic performance is influential.

Pehlivan (2013) performed a study in Turkey to identify the effect of the time management skills of college students on their course achievement and GPA. The results showed that in all sub-dimensions, students from Karadeniz Technical University possess "moderate levels" when it comes to time management scores. It was also shown by the findings that in all of the questionnaire's sub-dimensions, female students generally achieved higher average scores compared to male students. It illustrated a positive significant relationship between the grade point averages of the students and their time attitudes sub-dimension as well as the students' grades and their long-range planning sub-dimension. The study also demonstrated that the time management skills of the students had an effect on their GPA-course achievement. Furthermore, it was stated that these skills serve as one of the grade point averages' many predictors.

Talib and Sansgiry (2012) examined numerous factors such as test competence, academic competence, time management, test anxiety, and strategic studying as determinants of a student's academic performance, i.e. Grade Point Average. A total of 199 university students of the Rawalpindi and Islamabad

Universities served as the samples. The results showed that academic competence, time management, test competence, and test anxiety had a significant relationship with the student's academic performance.

Scholarly literatures have stated that time management is considered as one of the contributing factors that affect students' achievement and academic performance. The study recognised that poor time management can be a contributing factor to academic underachievement, and that effective time management may also be a contributing factor to higher college achievement levels. In their study, Misra and McKean (2000) illustrated the existence of a relationship between stress reduction, time management, and increased academic success. Specifically, they showed that time management is related to college grades. Furthermore, studies demonstrate that the time management and time organisation behaviours have a significant relationship with academic performance (Frazier et al, 2007). Thus, if the ability to manage one's time effectively does have a positive relationship to academic performance, then it is likely that interventions that enhance time management would be valuable to students (Markle et al, 2013).

Cemaloglu and Filiz (2010) conducted a study to identify the relationship between the academic achievement and time management skills of students who are studying in faculties of education and who are potential teachers. The study was conducted with 849 graduate students from the Faculty of Education at Gazi University. The research obtained results that demonstrated that there was a moderate and meaningful relationship between academic achievement and time management. Based on the standardised regression coefficient, the relative order of importance of the predictor variables on academic achievement was time consumers,

time planning, and time attitude. All these three variables had a key predictor effect on the students' academic achievement.

Karim and Kandy (2011) conducted a study that tested the effect that time management skills had on academic performance and self-efficacy. Based on the results of the study, it was revealed that training time management skills in such a way that it improves self-efficacy and academic performance is influential. (Swart, Lombard, & de Jager, 2010) examined the relationship between the academic achievement and time management skills of African engineering students. This study's results were applied to different tests, which signified that there was no statistically significant relationship between the academic achievement and the time management skills of African engineering students.

Talib and Sansgiry (2012) examined factors such as test competence, academic competence, time management, test anxiety, and strategic studying to identify whether they were determinants of academic performance, i.e. Grade Point Average. They took 199 university students from Rawalpindi and Islamabad Universities to serve as samples. The results revealed relationships among academic competence, time management, test competence, and test anxiety. Al Khatib (2014) studied time management and how it is related to students' gender, stress, and academic achievement among the sample of students from the Al Ain University of Science and Technology, UAE. The present study aims to study the relationship between time management, gender, perceived stress, and academic achievement among college students from the UAE. A total of 352 college students from the Al Ain University of Science and Technology served as the respondents. Sample stratification was done by sex. 52.5% of the respondents were female students while

47.5% were male students. The sample's mean age was 23.4 years and their ages ranged from 18 to 39.

The time management questionnaire was used to measure time management. The results of the study demonstrated that a statistically significant negative relationship existed between perceived stress and time management. Females conveyed higher time management in comparison to their male counterparts. High levels of academic achievement were associated with lower perceived stress and time management. However, time management was considered the most important predictor of academic achievement and it accounts for 26% of the variance. On the other hand, perceived stress accounts for another 11.2% variance in academic achievement.

Michinov (2011) chose to focus on a particular learner characteristic in time management – procrastination – and what role it plays in an online learning environment. In particular, it was expected for procrastination to affect the success of online learning. This is explainable by the learner's level of participation in discussion forums. To test this hypothesis, a study was conducted among a sample of learners, all of whom were on a 10-week course on land use and environmental issues. As projected, there was a negative relationship between performance and procrastination. Furthermore, this relationship was mediated by the learners' level of participation in discussion forums. It therefore appears that if high procrastinators find less success as online learners compared to low procrastinators, it is partly a result of their lack of discussion forum participation during the learning process. Furthermore, the study observed some behavioural differences between low and high procrastinators during the times they chose to (re) start their work at a distance, felt

motivation to put effort on their course, and felt quitting the course. In conclusion, it proposed some useful implications for teaching online activities and for motivating participation in learning environments online.

Ehiane (2014) performed a study to establish the relationships between students' academic performance and schools time management. The study used the cross sectional research survey design, where the questionnaire served as the main data collection instrument in addition to document review and interview guide. Chi-square statistical and simple percentage methods were used in data analysis. Based on the findings of the study, it was clearly illustrated that one should encourage effective school time management in controlling the behaviour of students, thus affecting their general academic performance.



2.20 Summary

This chapter on Literature review provides conceptual and theoretical dimensions of the study. It also tries at establishing a theoretical approach of time management as advocated by other scholars. More importantly, it shows the roles of time management in improving academic performance. The empirical review squarely supports the objectives as set out in chapter one of the study. Therefore, a partial analysis based on this part indicates that there is indeed a research gap on time management which indeed needs a research, since there are few studies relating to time management.



CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter give an idea of the research methodology and the research community and the sample selected, this chapter include research framework, hypothesise, Synopsis of the research community who Represented in the college of business (COB) University Utara Malaysia As well as ways and determinants Find, Means the collection of information, The research community and the sample, Methods of collecting information and methods of data and statistical methods used in the research analysis.

3.1 Research framework

Time planning is very essential in managing time, it is an initial stage if a student needs to manage his/her time. The plan can be of short term or long term, all these terms should enhance the fulfilment of personal and organizational goals hence higher performance

Time attitude is very attitudinal and personal in nature where by a student may have a behaviour that encourage time management means he/she is so confident and courageous to eliminate the time waster and concentrate on assigned duties. These two enhance time management hence increase academic performance but on other hand, time waster does not support organization performance, it is a Factor which eliminates the effectiveness of managing time.

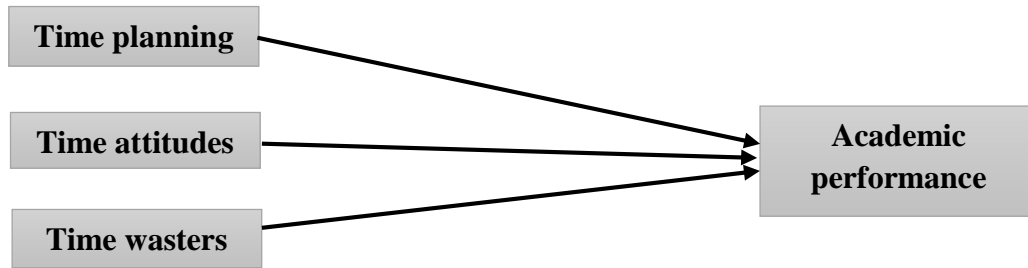


Figure 3.1: The Theoretical Model of this Study

Source : (Schriber & Gutek, 1987)

3.1.1 Time Planning

Time planning is one of the most important element of efficient time management. The best planning of the time means the determination of the purposes and priorities in fact (Cemaloglu & Filiz, 2010). The time management and the time planning approaches can be accepted as the integral feature of the individual who wants to be efficient in every phase and activity of life. Due to this reason, the students should determine purposes and methods and make time planning for short, mid and long terms. It was identified in the research that the students are studying by planning their studies but they cannot realize those planning's and they are worried about what to do when they cannot realize their planning's.

3.1.2 Time Attitude

It should be answered the question ‘What is attitude?’ first in order to understand the time attitude concept. (Cemaloglu & Filiz, 2010) defines the attitude as a phenomenon that is acquired by learning, leads the behaviours of the individual and causes the non-objectivism in the decision process. The common features of these definitions are that the attitude is acquired by learning and it is an assessment, behaviour and tendency towards an object and it includes the sensory, cognitive and psychomotor behaviours. If we assume the time as an object we can define the time

attitude in this research as it is the tendency of the conscious and conception in the use of time.

The time attitudes of the students are the behaviours related to pay attention to the time planning and spare more time for the activities planned. These behaviours are acquired in the family first and then taught by the teachers and friends at primary and secondary schools in the future years (Cemaloglu & Filiz, 2010) . The efficient use of time is possible by developing positive attitude against the time management. Especially the university period is very important in developing the attitudes related to conscious to use the time in an efficient way. One of the missions of universities is to have the students acquired this conscious.

3.1.3 Time waster

After reviewing several articles, majority of the researchers discovered that academic performance and time management have a positive relationship. However, others also discovered that the academic performance of the students is not only influenced by time management, but by other factors that bring academic performance as well. Majority of the studies studied the effects of time management on the academic performance of students from colleges and universities in different places around the world. They found that time management positively affected students' academic performance. These studies have contributions to students' time management and help them perform academic activities and improve their academic achievement.

3.2 Hypotheses

H1: there is a significant relationship between time management and academic performance.

H1: there is a significant relationship between time planning and academic performance

H2: there is a significant relationship between time attitudes and academic performance

H3: there is a significant relationship between time wasters and academic performance

3.3 Research Design

Researcher adopted in the preparation of this research to the method of quantitative research and analytical, because the researcher will rely on two methods to gather information:

The theoretical method: Through which you will be gathering information on the subject of research and through research in books and scientific journals, letters, and websites that talk about the subject of research.

Field method "applied": Through it designed a questionnaire, where is considered the data collection tool, where they will be measured and test hypotheses through distribution to the research sample.

3.3.1 Sources of Data

Got a researcher on many of the data and information that were adopted in the design of a questionnaire research and theoretical aspect of the research and design of these sources:

1- of the University Libraries.

2-Access too many of the questionnaires from previous studies.

This has been designed questionnaire in order to serve the goal of general search, and the search form and hypotheses, the researcher has adopted a set of previous studies that addressed some of the research variables, and questionnaire has taken the Initial form (Appendix 1) the following description.

3.4 Sample & Sampling Technique

Research community:

The research community in this study include the undergraduate's students on (COB) college of business.

About the research community:

- 1- UUM COB has a passion for excellence that drives the learning, teaching, and research agendas. The staff, students and alumni of UUM COB comprise an incomparable network of people setting the highest standards for business leaders and successful entrepreneurs in the industry.
- 2- UUM was set up in 1984 to serve as the 'Management University' of the country, and UUM COB claims its origin from that year.

- 3-** In 2008, the faculties were merged to form the current College of Business. Business administration, accountancy, finance, economics, banking, marketing, human resource management, insurance and risk management, Islamic banking and finance, muamalat, operations management, and technology management curricula integrate with innovative methods and ideas to nurture business leaders as well as entrepreneurial potential.
- 4-** Over the past 27 years, UUM COB has educated many business leaders, accounting professionals, executives, managers and government officials, and seen its graduates progress to higher level positions in Malaysia and in the region.
- 5-** UUM COB has generated over 30,000 undergraduates. The MBA, MSc, DBA, and PhD programmes are also crucial, and play an important role in supporting research and achieving the mission of the College.
- 6-** The research activities of UUM COB are recognized and also achieve competitive ranking in the country as well as in the international arena.
- 7-** The adequate financial resources granted by the Ministry of Higher Education (MoHE) support over 500 academic staff, dedicated to the mission of UUM COB, as well as a team of administrative and support staff for meeting the requirements of administration, students, research, teaching and learning.
- 8-** UUM COB reviews its academic performance periodically, and, at a minimum, has the local accreditation authority, the Malaysian Qualifications Agency (MQA) guidelines, standards and codes of practice to fulfill as a benchmark.
- 9-** Concerted efforts are also underway to secure a place for the Graduate School as Top Business School.
- 10-** UUM COB is set to make its mark not only in the local arena but has positioned herself to make a meaningful difference internationally. Several

foreign academia are now present in UUM COB and play a crucial role in networking besides being catalysts for cutting edge research and consultancy.

3.5 The Study Sample

Krejcie and Morgan (1970) Mentioned that Morgan table was adopted to determine the size of the sample on the report by Morgan in which the appropriate sample size shows at different levels of the size of the research community.

The research sample will selected by random way, the questionnaires will distributed to all undergraduate students on (COB) and the following Table 3.1 describes the research sample:

Table 3.1: Research sample and distributed forms valid for analysis

Research community	Selected sample	Distributed questionnaires	Questionnaires returned and valid for analysis	Return to distributor ratio	Coverage of the research community
30000	379	400	379	21%	90%

3.6 Operational Definitions

- ❖ Time management: Time Management refers to managing time effectively so that the right time is allocated to the right activity.
- ❖ Academic performance: Knowledge attained or skill developed in the school subjects, usually designated by test scores or by marks assigned by Lecturers.
- ❖ Time planning: is the process of planning strategic goals and objectives to tactical goals used as the rotating also known as route sheet.it lists and

describes the operations of a process Routing are written as possible to save time.

- ❖ Time attitude: A predisposition or a tendency to respond positively or negatively towards a certain idea, object, person, or situation. Attitude influences an individual's choice of action, and responses to challenges, incentives, and rewards (together called stimuli).
- ❖ Time waster: time spend on do it things that not have benefit to humane.

3.7 Data sources and collection tools

The researcher obtained many data and information on which she relied on in designing the research questionnaire and in designing the theoretical aspect of the research.

- 1- University libraries and other libraries.
- 2- Access too many questionnaire forms from previous studies.

The questionnaire was designed to serve the purpose of public research, research model and hypotheses. The researcher relied on a set of previous studies that dealt with some of the research variables. The questionnaire was quoted from three studies (Al-Zoubi, 2016) It has been titled (The Effect of the Time Management Art on Academic Achievement among High School Students in Jordan), (MERCANLIOGLU, 2010) It has been titled (The Relationship Of Time Management To Academic Performance Of Master Level Students) ,(Njagi & Malel, 2012) It has been titled (Time Management and Job Performance in Selected Parastatals in Kenya).

The researcher benefited from the opinions and advice of the supervisor by rewriting some of the questions and variables, and the questionnaire in its final form (Appendix 1).

3.8 Measurement

Description paragraphs of the questionnaire as shown in Table 3.2.

Section A: general information

Specialized collect personal data for each student, in order to sample description, which included the data (gender, age, level of education, program of study, years of study, the perfect time to attend and leave the class and the style of time management practiced by the college).

Section B: independent variables

Single out this part variables independent research (time management, time planning, time attitude, time waster) which measures the amount of time spent on the factor of time management for each student, and include (22) paragraphs (a question) offered on the research sample. Among these questions are:

I manage my time efficiently and effectively to reach the rating excellent (time management)

Do you write a set of goals for yourself for each day? (Time planning)

Do you feel you are in charge of your own time, by and large? (Time attitudes)

Do you spend some of your study time checking the social media? (Time wasters)

As well as the dependent variable to this research is academic performance, and includes (3) paragraphs (a question) and questions related to this variable:

I'm trying to perform my duties without delay.

I'm trying to offer more time to study at the expense of leisure time.

What extent do you agree with the clocking in and out time management system?

Table 3.2: Questionnaire components

Dimensions search	variables	The number of questions	Total questions
general information	Personal data	11	11
The first axis	Time management	11	11
The second axis	Time planning	8	8
The third axis	Time attitudes	4	4
Axis IV	Time wasters	4	4
Axis V	Academic performance	3	3

3.8.1 Validation of Instruments

Test reliability and validity

Validity Search tool

To make sure that the scale used in this research is to actually measure what is intended to measure has been designing the questionnaire form, to identify the extent of understanding of the questionnaire questions, phrases and words used and the degree of clarity.

We have found the virtual honesty of the search tool, which is a type of sincerity tool that reliable measurement, Where it is known the ability of the scale to measure what should be measured by looking at him and examine the suitability of its provisions to measure the dimensions of the different variables, While the mean

content over what measures the measurement content of thing properties to be measured sincerity.

This has been the researcher used the Statistical Package for Social Sciences (SPSS) program to measure the sincerity of the internal consistency of the paragraphs of the questionnaire by testing the link to Pearson's coefficient, which helps to know the extent of the relationship of the correlation between the independent variable variables of and what degree of correlation.

Internal consistency of the paragraphs of the questionnaire; Validity Truly inward consistency implied the consistency of every section of the poll with the space you have a place with this passage, it will test by ascertaining the inside consistency of the survey through the relationship coefficients between every section of the regions of the survey and the aggregate score for the area account.

3.8.2 Stability questionnaire tool

Intended steadily questionnaire that this survey gives the same result if the re-distribution of the questionnaire more than once under the same circumstances and conditions, or in other words that the questionnaire firming means stability in the results of the questionnaire and not to change dramatically as if they were re-distributed to the respondents several times during the time periods certain to ensure the stability of the questionnaire and the internal consistency of the answers to the questions have been using the alpha test your stability Cronbach.

3.9 Data Collection and Administration

- 1- Collection of the data is by questionnaire.
- 2- The stages from requests to conduct study until the actual collection of data it will be four month.
- 3- The period of time to cover for data collection is one semester.

3.10 Data Analysis Techniques

Methods of data analysis used in the research:

We've been relying on Statistical Package for Social Sciences) SPSS) in the process of analysis, hypothesis testing and will be used the following statistical methods:

- 1- Cronbach's alpha testing to determine the reliability of study tool and the reliability of the opinions of the sample.
- 2- Repetition and percentages to calculate the frequency and the proportion of the public statements of the participants in the sample.
- 3- Weighted arithmetic average, and standard deviation to know the average opinions of respondents participating in the search and the extent of deviation from the average of the sample answers.
- 4- 95% degree of confidence to the proportion of the sample mean for the dissemination of the results to the community.
- 5- One-way analysis of variance to see the existence of statistical significance in deviation of the sample mean for central premise (the degree of uncertainty / neutral).

- 6- Pearson correlation coefficient to see how a relationship of correlation between the independent variable and dependent variables, and what degree of correlation.

The researcher used the SPSS program to measure the degree of internal consistency of the questionnaire by means of Pearson's correlation coefficient test, which helps to determine the relationship between the independent variables and the dependent variable and the degree of correlation.

3.11 Validate internal consistency of the question paragraphs

Intrinsic consistency is the extent to which each paragraph of the questionnaire is consistent with the area to which this paragraph belongs. The internal consistency of the questionnaire is calculated by calculating the correlation coefficients between each paragraph of the question domains and the total score of the field, as shown in Table 3.3.

Table 3.3: Pearson's correlation coefficient to measure the credibility of all paragraphs of the questionnaire

Topics of the questionnaire	Number of items	Credibility of Pearson
Time management	11	.397**
Time planning	8	.397**
Time attitude	4	.274**
Time waster	4	.389**
Academic performance	3	.488**

3.12 Instrument validation

Validity of a measuring instrument is the level to which it evaluates the factor that needs to be evaluated or measured. To assess overall validity, three separate tests are required, of content validity, of criterion validity and of concept validity.

Content validity is acceptable if there is a general understanding between the subject and the researcher that constituent parts of the instrument incorporate all the aspects of the object studied. Thus, it depends on the precision of the elements designed by the researcher to measure the study object (Hendrickson, Massey, & Cronan, 1993). The evaluation questions used in this study were derived from a careful study of the literature and evaluated by practitioners working in the field. Though that evaluation may be subjective, the tests that assure the required content validity were applied. The first of these is the Cronbach's alpha coefficient, the recommended level of which is 0.7 (Nunnally, 1978).

3.13 Summary

This chapter on mythology provides the method used in this of the study. It also tries at establishing a questioner tool that used in this study. This chapter discussed the research methodology and the research community and the sample selected, this chapter include Methods of collecting information and methods of data and statistical methods used in the research analysis, and then choose the reliability and validity.

CHAPTER FOUR

RESULT AND ANALYSIS

4.1 Overview

In order to achieve the objectives of the research in the attempt to find out and explore the relationship between time management and academic performance, the researcher conducted this analytical quantitative research to survey the students' vision on (COB) college.

This chapter includes a statistical presentation of the results of the research, with an analysis and interpretation of the results of the researcher through the field research, through the distribution of the questionnaire, noting that all the explanations presented by the research are interpretive interpretations do not necessarily reflect the facts as much as the prospects reflect the view Which bear the error as well as the right, for the multiplicity of possibilities that the respondents see.

This chapter will try to highlight and discuss the results and the findings based on the analysis done on the data collected from respondents. The discussion then will try to accomplish all the objectives outlined in chapter one and also will attempt to answer the research questions as well as proving the research hypothesis presented in chapter two. Which spoke about four axes: time planning, time attitudes, time waster, and academic performance. In this instance, for simplicity of analysis and findings, the chapter will be divided into three parts: profile of the respondent, hypothesis analysis, and discussion.

4.2 Test credibility

To determine the stability of the data collection tool and the credibility of the sample responses on the questionnaire, the researcher conducted the Cronbach test (alpha)

Table 4.1: Cronbach Test (Alpha) Search Tool

Number of paragraphs	Alpha stability	Degree of credibility
41	0.71	0.80

Table (4.1) shows that the value of the stability coefficient of the data collection tool in general was 0.80 this means that it reached a high stability rate. The credibility of the sample responses was 0.808 this means that the credibility of the answers is very high Indicates that the results that will follow are generalizable to the research community.

4.3 View and interpret the basic variables of the research

4.3.1 Analysis of the basic variables (demographic) of the sample

The research vocabulary is characterized by a number of characteristics that have been identified by the type of demographic variables discussed in the research:

4.3.1.1 Gender variable

By calculating the frequency and percentage, we obtained the number of males and the number of females representing the sample. The result was as follows:

Table 4.2: Distribution of the research sample by gender variable

Gander	Frequency	percent	Valid percent	Cumulative percent
males	104	27.4	27.4	27.4
Female	276	72.4	72.4	99.7
total	379	100.0	100.0	

Table 4.2 shows that the majority of the sample was female (72.4 %) of the sample. The percentage of males was (27.4 %) of the sample.

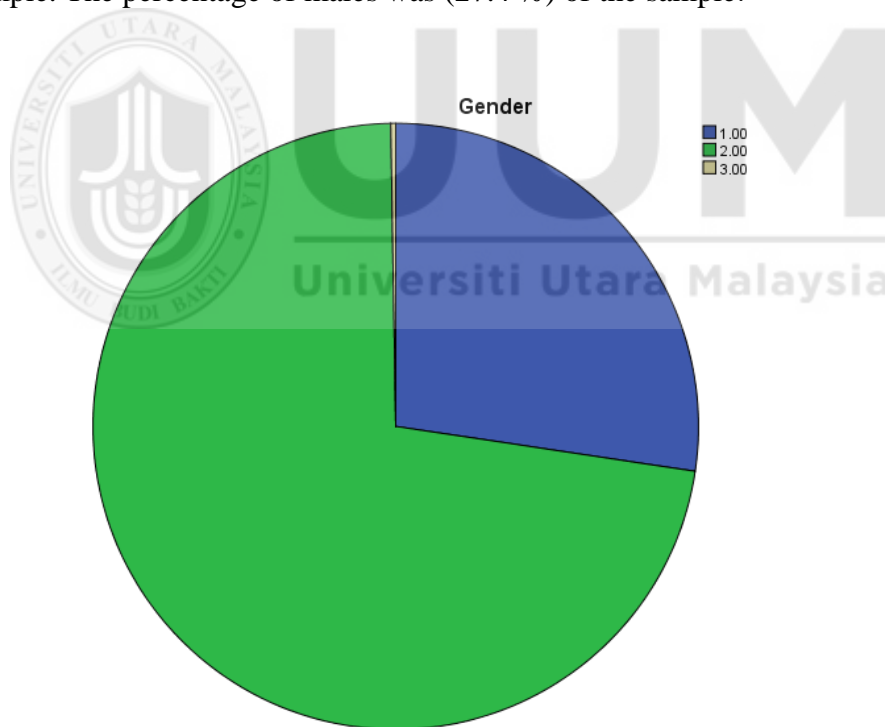


Figure 4.1: Duplicates of the gender variable

4.3.1.2 Age variable

When calculating the frequency and percentage of age of the sample, the result was as follows:

Table 4.3: Distribution of the research sample by age variable

Age	frequency	percent	Valid percent	Cumulative percent
18-20 years	79	20.8	20.8	20.8
20-25 years	286	75.3	75.3	96.1
25-30 years	14	3.9	3.9	100.0
total	379	100.0	100.0	

Table 4.3 shows that the majority of the sample was in the age group (20-25 years) by 75.3 % of the sample, followed by the age group (18-20 years) by 20.8 % of the sample, finally the percentage of age group (25-30) was 3.9 % of the sample.

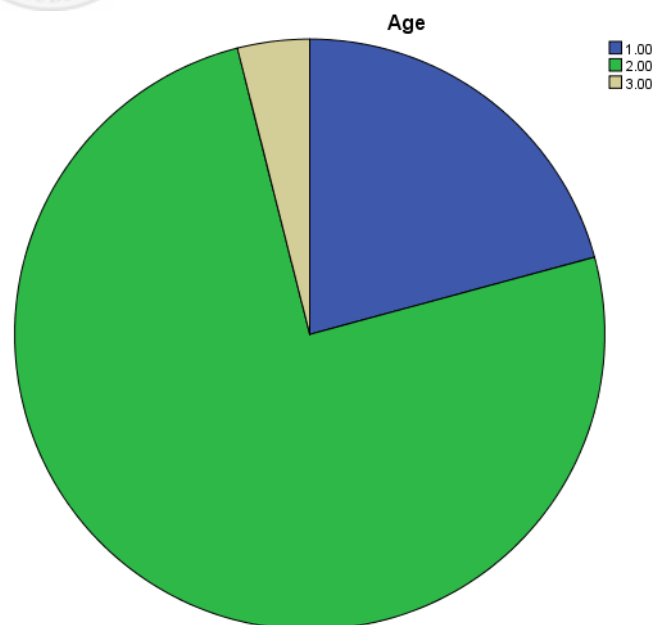


Figure 4.2: Duplicates for age variable

4.3.1.3 Number of semester variable

By calculating the frequency and percentage, we obtained the number of semester that represented the search sample which was as follows:

Table 4.4: Distribution of the members of the research sample according to the variable of number of semester

Number of semester	frequency	percent	Valid percent	Cumulative percent
2	49	12.9	12.9	12.9
3	112	29.5	29.5	42.4
4	32	8.4	8.4	50.8
5	147	38.7	38.7	89.5
6	39	10.5	10.5	100.0
Total	379	100.0	100.0	

Table 4.4 shows that the majority of the sample was (the students how study on semester 5 by 38.7 %).of the sample, followed by (student how study on semester 3 by 29.5 %). followed by (student how study on semester 2 by 12.9%). followed by (student how study on semester 6 by 10.5 %). Finally, the percentage of (students how study on semester 4 was 8.4 %).

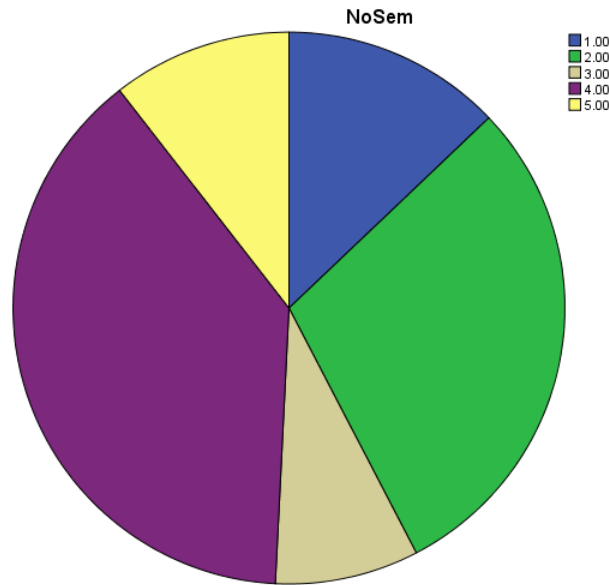


Figure 4.3: Duplicates to the number of semester variable

4.3.1.4 Program of study variable

Through the calculation of repetition and percentage, we obtained the type of specialization studied by the members of the research sample in the college which were as follows:

Table 4.5: Distribution of research sample members by program of study variable

Program of study	frequency	percent	Valid percent	Cumulative percent
Human rescores	25	6.6	6.6	6.6
Accounting	35	9.2	9.2	15.8
Marketing	38	10.0	10.0	25.8
Management	281	74.2	74.2	100.0
Total	379	100.0	100.0	

Table 4.5 shows that the majority of the sample were from (management program of study) with 74.2% of the sample, followed by the (marketing program of study) with 10.0% of the sample, followed by the (accounting program of study) with 9.2% of the sample, and lastly (human resources program of study) with 6.6% of the sample.

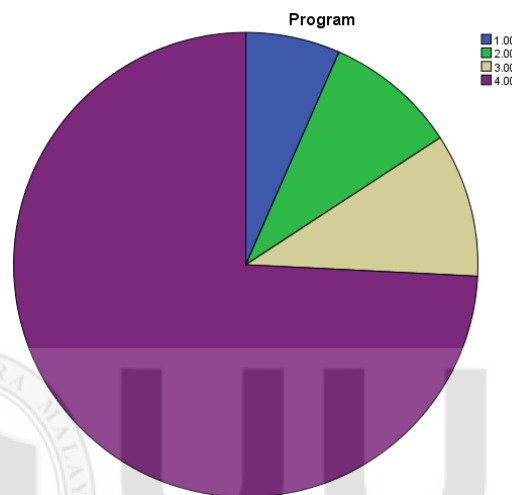


Figure 4.4: Duplicates of the program of study variable

4.3.1.5 Duration of study Variable

By calculating the frequency and percentage, we obtained the years of study spent by the sample in the college, which were as follows:

Table 4.6: Distribution of research sample members by Duration of study Variable

duration of study	frequency	percent	Valid percent	Cumulative percent
1 year	123	32.4	32.4	32.4
2-3 years	193	50.8	50.8	83.2
4 years and above	63	16.8	16.8	100.0
total	379	100.0	100.0	

Table 4.6 shows that the majority of the sample spent (2-3 years) with 50.8 % of the sample, followed by (1 year) by 32.4 %, and the percentage of (4 years and above) with 16.8% of the sample.

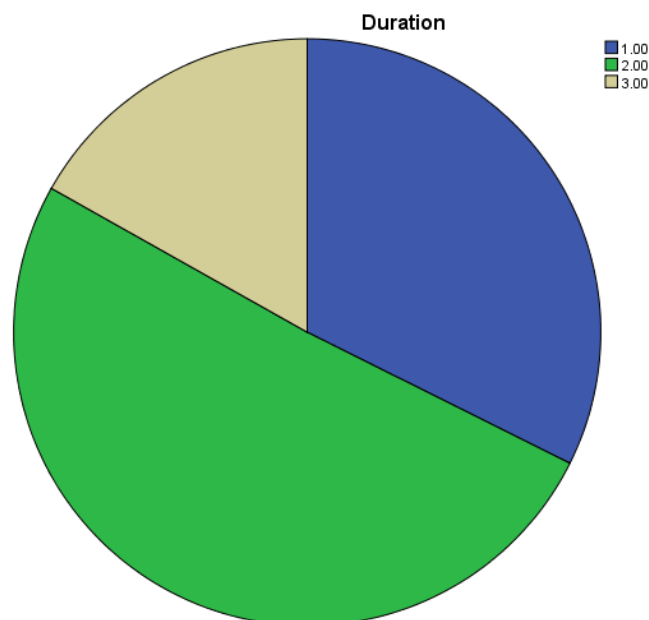


Figure 4.5: Duplicates Duration of study Variable

4.3.1.6 Perfect time to attend class variable

By calculating the frequency and percentage, we obtained the perfect time to attend the class queue for the sample members which were as follows:

Table 4.7: Distribution of research sample members by Perfect time to attend class variable

Perfect time to attend class	frequency	percent	Valid percent	Cumulative percent
8.00am- 10.00am	109	28.7	28.7	28.7
10.00am-12.00pm	239	62.9	62.9	91.6
12.00pm-2.00pm	21	5.8	5.8	97.4
After 2.00pm	10	2.6	2.6	100.0
Total	379	100.0	100.0	

Table 4.7 shows that the majority of the sample to attend the class was (from 10.00am-12.00pm) with 62.9 % of the sample, followed time to attend the class was (from 8.00am-10.00am) with 28.7 %, followed time to attend the class (from 12.00pm-2.00pm) with 5.8 % finally, the last prefer time to attend the class was (after 2.00pm) with 2.6% of the sample.

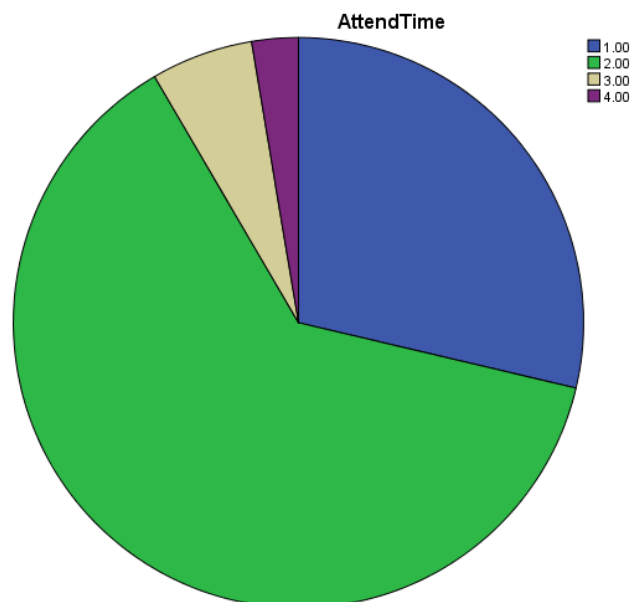


Figure 4.6: Frequency of Perfect time to attend class variable

4.3.1.7 Perfect time to leave class variable

By calculating the frequency and percentage, we obtained the perfect time to leave the class queue for the sample members which were as follows:

Table 4.8: Distribution of research sample members by Perfect time to leave class variable

Perfect time to leave class	frequency	percent	Valid percent	Cumulative percent
Before 12.00pm	27	7.1	7.1	7.1
12.00pm-1.00pm	67	17.6	17.6	24.7
1.00pm-2.00pm	121	32.1	32.1	56.8
After 2.00pm	164	43.2	43.2	100.0
Total	379	100.0	100.0	

Table 4.8 shows that the majority of the sample to leave the class was (after 2.00pm) with 43.2% of the sample, followed time to leave the class was (from 1.00pm-2.00pm) with 32.1%, followed time to leave the class (from 12.00pm-1.00pm) with 17.6% finally, the last prefer time to leave the class was (before 12.00pm) with 7.1% of the sample.

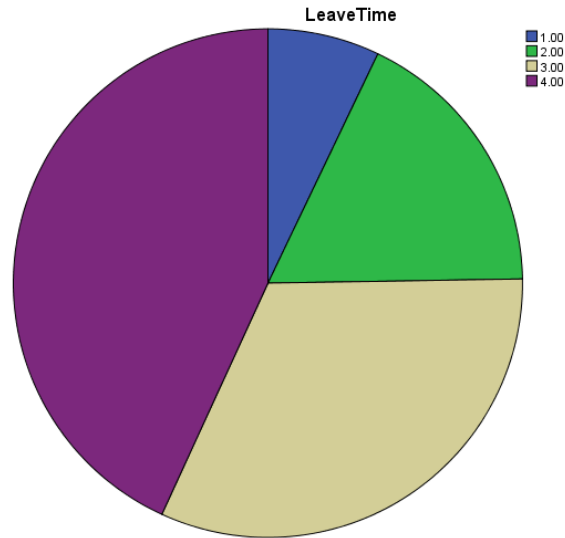


Figure 4.7: Frequency of Perfect time to leave class variable

4.3.1.8 Clock in and out of the class variable

By calculating the frequency and percentage, we obtained the clock in and out of the class queue for the sample members which were as follows:

Table 4.9: Distribution of research sample members by Clock in and out of the class variable

Clock in and out of the class	frequency	percent	Valid percent	Cumulative percent
Every time	91	23.9	23.9	99.7
Once in a while when asked by the supervisor	93	24.5	24.5	75.8
When taking a corrective action	60	15.8	15.8	51.3
Not at all	135	35.5	35.5	100.0
Total	379	100.0	100.0	

Table 4.9 shows that the majority of the sample to clock in and out of the class was (not at all) with 35.5% of the sample, followed by (Once in a while when asked by the supervisor) with 24.5%, followed by (Every time) with 23.9% finally, (When taking a corrective action) with 15.8% of the sample.

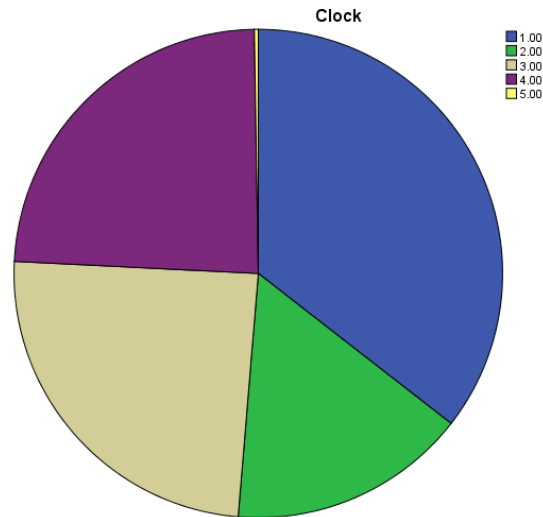


Figure 4.8: Frequency of clock in and out of the class variable

4.3.1.9 Extent to students take seriously the clocking variable

By calculating the frequency and percentage, we obtained Extent to students take seriously the clocking queue for the sample members which were as follows:

Table 4.10: Distribution of research sample members by Extent to students take seriously the clocking variable

Extent to students take seriously the clocking	frequency	percent	Valid percent	Cumulative percent
To a very large extent	23	6.0	6.0	9.7
Large extent	72	18.9	18.9	93.9
Some extent	177	46.6	46.6	75.0
Small extent	71	18.7	18.7	28.4
Not at all	36	9.7	9.7	100.0
Total	379	100.0	100.0	

Table 4.10 shows that the majority of the sample to by Extent to students take seriously the clocking was (some extent) with 46.6% of the sample, followed by (Large extent) with 18.9%, followed by (Small extent) with 18.7%, followed by (Not at all) with 9.7% finally, (To a very large extent) with 6.0% of the sample.

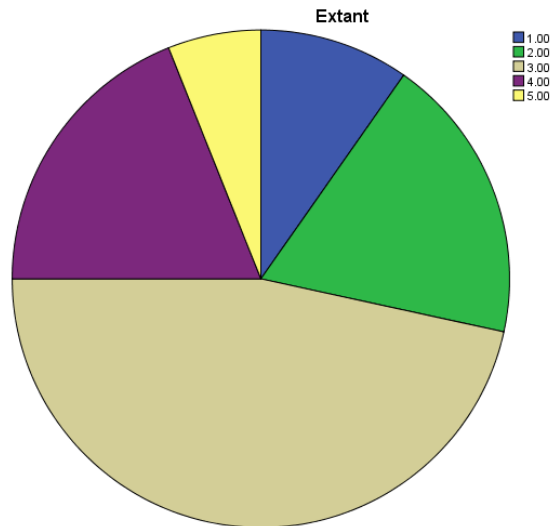


Figure 4.9: Frequency of Extent to students take seriously the clocking

4.3.1.10 Style of time management practiced variable

By calculating the frequency and percentage, we obtained Style of time management practiced queue for the sample members which were as follows :

Table 4.11: Distribution of research sample members by Style of time management practiced variable

Style of time management practiced	frequency	percent	Valid percent	Cumulative percent
Laissez faire(free rein)	124	32.6	32.6	32.6
Delegative	50	13.4	13.4	46.1
Authoritative	123	32.4	32.4	78.4
Consultative	79	20.8	20.8	99.2
Others	3	0.8	0.8	100.0
Total	379	100.0	100.0	

Table 4.11 shows that the majority of the sample to by Style of time management practiced was (Laissez faire free rein) with 32.6% of the sample, followed by (Authoritative) with 32.4%, followed by (Consultative) with 20.8 %, followed by (Delegative) with 13.4 % finally, (Others) with 0.8% of the sample.

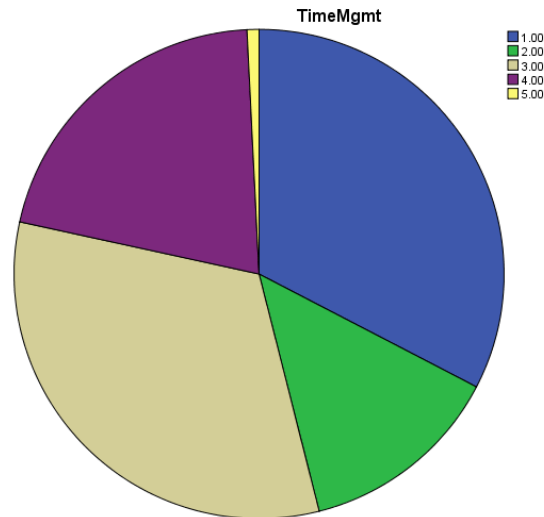


Figure 4.10: Frequency of Extent to students take seriously the clocking

4.3.1.11 Highest target achievement variable

By calculating the frequency and percentage, we obtained the highest target achievement variable queue for the sample members which were as follows:

Table 4.12: Distribution of research sample members by highest target achievement variable

Highest target achievement	frequency	percent	Valid percent	Cumulative percent
Excellent performance	40	10.5	10.5	0.5
Very good performance	88	23.2	23.2	89.5
Good performance	204	53.7	53.7	66.3
good	45	12.1	12.1	12.6
Not very good	2	0.5	0.5	100.0
Total	379	100.0	100.0	

Table 4.12 shows that the majority of the sample to by highest target achievement was (Good performance) with 53.7% of the sample, followed by (Very good performance) with 23.2 %, followed by (good) with 12.1%, followed by

(Excellent performance) with 10.5% finally, (Not very good) with 0.5% of the sample.

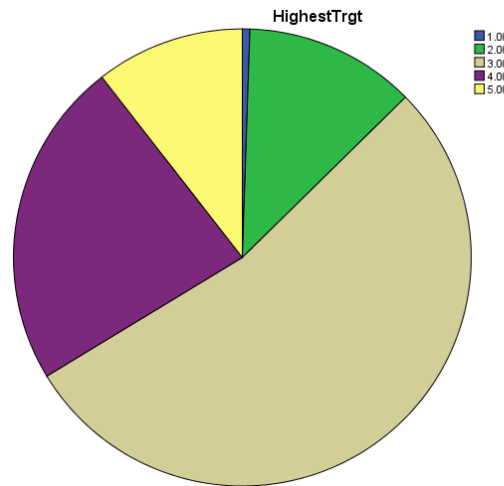


Figure 4.11: Frequency of highest target achievement

4.1 Reliability analysis

In order to determine whether there are significant relationships among the independent variables and dependent variable, Pearson Correlation Coefficient analysis were carried out. The scale model suggested by (Davies, 1971) used to describe the relationship between the independent variables and the dependent variable, are as shown below:

- 1- 0.7 and above – very strong relationship.
- 2- 0.50 to 0.69 – strong relationship.
- 3- 0.30 to 0.49 – moderate relationship.
- 4- 0.10 to 0.29 – low relationships.
- 5- 0.01 to 0.09 – very low relationship.

According to (Sekaran, Foster, Lucas, & Hankins, 2003), the closer the reliability coefficient gets to 1.0, the better it is, and those values over .80 are considered as good. Those value in the .70 is considered as acceptable and those

reliability value less than .60 is considered to be poor (Sekaran, 2003). According to (Gliem & Gliem, 2003) reliability is refers to the degree to which measure are free from error and therefore yield consistent results.

Table 4.13: Reliability Analysis

Variables	No. of Items	Cronbach's Alpha
Time management	11	0.83
Time planning	8	0.87
Time attitude	4	0.78
Time waster	4	0.87
Academic performance	3	0.69

As shown in Table 4.13, alpha value for independent variable and dependent variable is about 0.71 which is considered as good value.

4.2 Major Findings

4.2.1 Correlations among Variables

According to (Sekaran et al., 2003) in research project that includes several variables, beyond knowing the means and standard deviations of the dependent and independent variables, the researcher would often like to know how one variable is related to another. That is the researcher would like to see the nature, direction and significance of the bivariate relationship of the variables used in the study (that is, the relationship between ant two variables among the variables tapped in the study). A Pearson correlation matrix provides this information, which is it will indicate the

direction, strength and significance of the bivariate relationships of all the variables in the study.

Theoretically, there could be a perfect positive correlation between two variables, which is represented by 1.0 (plus 1), or a perfect negative correlation which would -1.0 (minus 1). While correlation could range between -1.0 and +1.0, the researcher need to know if any correlation found between two variables is significant or not (i.e.; if it has occurred solely by chance or if there is a high probability of its actual existence). As for the information, a significance of $p=0.05$ is the generally accepted conventional level in social sciences research. This indicates that 95 times out of 100, the researcher can be sure that there is a true or significant correlation between the two variables, and there is only a 5% chance that the relationship does not truly exist.

The correlation matrix between dependent variable and independent variables are exhibited in table 4.14 below. Furthermore, the correlation matrix between dependent variable and quality items of information are also exhibited in the table. The finding from this analysis is then compared against the hypotheses developed in this study.

Table 4.14: Inter Correlation among the Factors

		Time management	Time planning	Time attitude	Time waster	Academic performance
Time management	Pearson	1	.397**	0.099	.389**	.488**
	correlation					
	Sig.(2- tailed)		0.000	0.054	0.000	0.000
	N	379	379	379	379	379
Time planning	Pearson	.397**	1	.243**	.384**	.468**
	correlation					
	Sig.(2- tailed)	0.000		0.000	0.000	0.000
	N	379	379	379	379	379
Time attitude	Pearson	0.099	.243**	1	.256**	.274**
	correlation					
	Sig.(2- tailed)	0.000	0.000		0.000	0.000
	N	379	379	379	379	379
Time waster	Pearson	.389**	.384**	.256**	1	.430**
	correlation					
	Sig.(2- tailed)	0.000	0.000	0.000		0.000
	N	379	379	379	379	379
Academic performance	Pearson	.488**	.468**	.274**	.430**	1
	correlation					
	Sig.(2- tailed)	0.000	0.000	0.000	0.000	
	N	379	379	379	379	379

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

4.3 Time management

Table 4.13 shows that time management have significant correlation with other variables the result show that time management have correlation with time planning (.397**), time attitude (0.099), time waster (.389**) and academic performance with strong correlation (.488**). The correlation range is between -1.0 and +1.0, that's mean the correlation is accepted. And there is a strong relationship between time management and academic performance.

4.4 Time planning

Do time planning have relationship with the academic performance? The answer of this question is on Table 4.13 the result show that time planning have a strong correlation with academic performance (.468**) This means that the higher level of time planning lead to the higher the level of academic performance and the low level of time planning lead to the lower level of academic performance .

4.5 Time attitude

Do time attitudes have relationship with academic performance? The answer of this question is on Table 4.13 the result show that time attitude have correlation with academic performance (.274**) This means that the higher level of time attitude lead to the higher the level of academic performance and the low level of time attitude lead to the lower level of academic performance .

4.6 Time waster

Do time waster have relationship with academic performance? The answer of this question is on Table 4.13 the result show that time waster have a strong correlation with academic performance (.430**) This means that the more time

waster lead to the less academic performance and the less time waster lead to the higher level of academic performance.

4.7 Academic performance

Table 4.13 show that the academic performance have significant correlation with other variables the result show that academic performance have a strong correlation with time planning with (.468**), followed time waster with (.430**) followed time attitude with (.274**). The correlation range is between -1.0 and +1.0, that's mean the correlation is accepted. And there is a strong relationship between time planning, time waster and academic performance. And there is medium correlation between time attitude and academic performance.

4.8 Result of hypotheses test

H1: there is a significant relationship between time management and academic performance.

The relationship between academic performances is tested against time management. The results indicate that there is a significant relationship between the two variables ($r=.488^{**}$, $n=397$, $p<.01$). The relationship between the variables is significant with strong relationship. Hence Hypothesis 1 is accepted.

H2: there is a significant relationship between time planning and academic performance.

The relationship between academic performances is tested against time planning. The results indicate that there is a significant relationship between the two variables ($r=.468^{**}$, $n=397$, $p<.01$). The relationship between the variables is significant with strong relationship. Hence Hypothesis 2 is accepted.

H3: there is a significant relationship between time attitudes and academic performance

The relationship between academic performances is tested against time attitude. The results indicate that there is a significant relationship between the two ($r=.274^{**}$, $n=397$, $p<.01$). The relationship between the variables is significant with moderate relationship. Hence Hypothesis 3a is accepted.

H4: there is a significant relationship between time wasters and academic performance

The relationship between academic performances is tested against time waster. The results indicate that there is a significant relationship between the two variables ($r=.430^{**}$, $n=397$, $p<.01$). The relationship between the variables is significant with strong relationship. Hence, hypothesis 4 is accepted.

4.9 Regression Analysis (multiple regression)

A regression analysis is run in SPSS 16 to determine the extent at each of the variables predicts the academic performance. From the findings in the linear correlation analysis, it is discovered that time planning, time attitude, and time waster is correlated with academic performance. The result of the regression analysis tries to explain the order of the predictive tendency of the variables involved. Table 4.15 below shows the result of the linear regression analysis. The variables involved in the regression analysis are ranked according to the beta value of the standardized coefficients at an acceptable level of significance.

Table 4.15: ANOVA

	Sum of Squares	DF	Mean Square	F	Sig.
Regression	39.854	4	9.964	57.281	.000
Residual	65.228	375	0.174		
Total	105.082	379			

a. Dependent Variable: academic performance

Table 4.16: Results of Regression Analysis

Variable	Beta Standardization	Sig
Academic performance	0.854	0.000
F value	57.28	
R	0.616	
R Square	0.379	
Adjusted R Square	0.369	

As show on Table 4.16 The R-square value identifies the portion of the variance accounted for by the dependent variable that is approximately 37.9% of the variance in the time management, this value indicates that dependent variable explained time planning, time attitude and time waster by 37.9%. It means that there are also some other factors which not be considered.

The Adjusted R Square is considered a better population estimate and is useful when comparing the R Square values between models with different number of dependent variables. The value of Adjusted R Square obtained is 0.369, illustrate that 36.9% changes of independent variable which is the time planning, time attitude, and time waster can be explained by the dependent variable which is academic performance.

The results also shown that academic performance dependents variable is significantly correlated to time planning, time attitude, and time waster with coefficient alpha $<.01$. The beta (β) value for academic performance ($\beta =.854$) explains the significance of the dependent variable to independent variable. Besides that, the model summary also show the F change value of 57.28 is significant at <0.01 levels. Moreover, a multiple regression for quality dimensions of academic performance. Findings show that three items of time management (time planning, time attitude, and time waster) are correlated academic performance.

Table 4.17 below shows the result of stepwise regression analysis. The variables involved in the regression analysis are ranked according to the beta value of the standardized coefficients at an acceptable level of significance. Moreover, the Multiple Regression Analysis shows a substantial correlation between all independent or predictor variables and the dependent variables which is academic performance ($R= .616$) as shown in the table below:

Table 4.17: Results of Regression Analysis

Coefficients				
Constant	B	Std. Error	Beta	Significant
Time management	0.44	0.07	0.31	0.000
Time planning	0.30	0.06	0.24	0.000
Time attitudes	0.17	0.05	0.14	0.001
Time waster	0.18	0.05	0.18	0.000
F value	0.41706			
R	.616			
R Square	0.379			
Adjusted R Square	0.373			

The R-square value identifies the portion of the variance accounted for by the independent items that is approximately 37.9 % of the variance in the academic performance is accounted for by time planning, time attitude, and time waster. This value indicates that those three items explained academic performance by 37.9 %. It means that there are also some other items which not be considered.

The Adjusted R Square is considered a better population estimate and is useful when comparing the R Square values between models with different number of independent items. The value of Adjusted R Square obtained is 0.373, illustrate that 37.3% changes of dependent variable which is the academic performance can be explained by the independent items which are time planning, time attitude, and time waster. The other 62.7% are explaining by other items.

The results also shown that time planning, time attitudes, time waster independents items are significantly correlated to academic performance with coefficient alpha $<.05$. The beta (β) value for time planning ($\beta = 0.30$) and time waster ($\beta = 0.18$) explain the significance of the two independent variables to academic performance. Among these two variables, time planning ($\beta = 0.30$) is the strongest variables, followed by time waster ($\beta = 0.18$) Furthermore, time attitude ($\beta = 0.17$), have a positive relationship with statistically significant. Besides that, the model summary also show the F change value of 0.41706 is significant at < 0.01 levels.

4.10 Summary

This chapter give an over view about the highlight and discuss the results and the findings based on the analysis done on the data collected from respondents. The discussion related to the all objectives outlined in chapter one. In this instance, for simplicity of analysis and findings, the chapter include the Analysis of the basic demographic variables, reliability analysis, major findings, correlation analysis, result of hypotheses test, and lastly Regression Analysis.



CHAPTER FIVE

DISCUSSTIONS RECOMMENDATION AND CONCLUSION

5.1 Overview

This chapter would try to discuss, highlight the results as well as conclude and give some recommendations for the future research. For the purpose of discussion, this chapter will be divided into three parts such as discussion, recommendation for future research and conclusion.

5.2 DISCUSSIONS

5.2.1 Discussions of demographic variables

- ❖ The opportunity to generalize the results of the statistical analysis due to the high degree of stability and the degree of credibility resulting from it.
- ❖ Almost half of the sample was from the age group (20-25) and the majority of the sample was female, which is related to the composition of the research community.
- ❖ The majority of the sample was from the students how study on semester 5 by (38.7 %). followed by student on semester 3 by (29.5 %). followed by student on semester 2 by (12.9%). followed by student on semester 6 by (10.5 %). Finally, the student's semester 4 by (8.4 %).
- ❖ The majority of the sample were from management program of study with 74.2% of the sample which is related to the composition of the research community.
- ❖ The majority of the sample like to attend the class (from 10.00am-12.00pm) with 62.9 % of the sample which is help them to focus more in their studies.

5.2.2 Discussion of General Results

This study is related to the relationship between time management and academic performance in UUM College of business . This study tested a model of academic performance. The results suggested that the model has explained academic performance and that the college should aware and consider the quality of time management specially the time planning. Based on the results, the time planning for the students plays a significant role in enhancing the academic performance. These findings were supported by (Abduljabbr 2012) .

In more details, time planning have a strong relationship with academic performance accuracy, and it is play a significant role in enhancing the academic performance. The items of time planning, have proven to have significant influence over the academic performance of UUM College of business. Moreover, time planning have significant value of (.468**) It is suggested that the academic performance is influenced by time planning with statistically significant.

Although the other items of the model have impact on the academic performance. These items however have medium significant influence on the academic performance in this study like time attitude (.274**) or have a strong significant like time waster (.430**). Consequently, if the three items time planning, time attitude , time waster are affected, then the academic performance will be affected. In UUM College of business case, since the environment plays a significant role for academic performance, academic performance will vary according to the nature of the organization. There are another study also found out that time management factor influences academic performance. These findings were supported by (MERCANLIOGLU, 2010).

5.2.3 Multiple regression of hypotheses test

Table 5.1: Report of Hypotheses Test (multiple regression)

Number	hypotheses	Discussion of hypotheses
H1	There is a significant relationship between time management and academic performance.	The relationship between academic performances is tested against time management. The results indicate that there is a significant relationship between the two variables ($r=.488^{**}$, $n=397$, $p<.01$). The relationship between the variables is significant with strong relationship. Hence Hypothesis 1 is accepted.
H2	There is a significant relationship between time planning and academic performance.	The relationship between academic performances is tested against time planning. The results indicate that there is a significant relationship between the two variables ($r=.468^{**}$, $n=397$, $p<.01$). The relationship between the variables is significant with strong relationship. Hence Hypothesis 2 is accepted
H3	there is a significant relationship between time attitudes and academic performance	The relationship between academic performances is tested against time attitude. The results indicate that there is a significant relationship between the two ($r=.274^{**}$, $n=397$, $p<.01$). The relationship between the variables is significant with moderate relationship. Hence Hypothesis 3a is accepted.
H4	There is a significant relationship between time wasters and academic performance.	The relationship between academic performances is tested against time waster. The results indicate that there is a significant relationship between the two variables ($r=.430^{**}$, $n=397$, $p<.01$). The relationship between the variables is significant with strong relationship. Hence, hypothesis 4 is accepted.

5.3 RECOMMENDATIONS

Future research on the factors that has impact on academic performance should be conducted. Examining academic performance by future studies should consider time management as a mediator factor. This would enhance the results and explain the academic performance effectively.

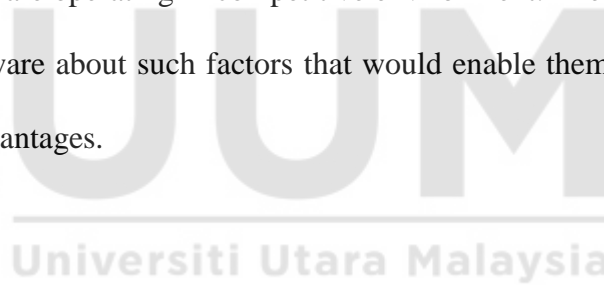
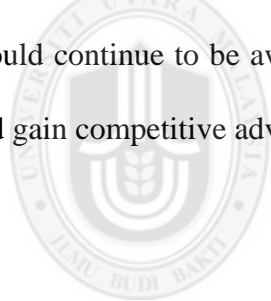
Other issue that should be considered by previous studies is the sample size. Since the current study has its own limitation regarding the target population. Another area that requires further study to consider about is the target respondents. Since in the current study the target respondent were undergraduate's students whereas postgraduate students should be asked because they have abroad view about the academic performance.

The result show that there is a medium relationship between time attitude and academic performance, hence it is important to improve the time attitudes for the students by many ways, for example, they should take care about how to control their time and continue do profitable routines or activities. And also the staff should help the student to improve their time attitudes as well, by intensified course the LSP program which COB offering for the students to training them and manage thire time effectively.

5.4 CONCLUSIONS

In this study, the importance of time management, helps the students in UUM College of business to be aware about the factors time planning time attitude and, time waster that could enhance their academic performance. This knowledge and results from the associated analysis is useful in helping them prioritize their efforts at meetings the needs and wants of their study.

Results of this study revealed the response rate was high. Hence it appears that students on UUM College of business are care about their academic performance, particularly because they are operating in competitive environment. Therefore, they should continue to be aware about such factors that would enable them to survive and gain competitive advantages.



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APPENDIX 1



An Empirical Study on Relationship between Time Management and Academic Performance: A Case of UUM College of Business

Dear respondents,

You are invited to participate in a survey that constitutes part of my master thesis at university Utara Malaysia (UUM). This survey is to investigate the relationship between time management and academic performance in UUM College of business. This questionnaire will take approximately 10-15 minutes to complete, information provided will be kept confidential and will be used purely for academic purpose. I do hope that you will complete all the questions I would therefore value your kind assistance and valuable time in completing the attached questionnaire and please return the questionnaire back to me. Your participation in making this research a success is greatly appreciated.

Yours sincerely,

MAFAZ NOORI

Master of Science (Management)

University Utara Malaysia

Email: mafaznoori92@gmail.com

Dr. ABDUL MANAF BIN BOHARI

Supervisor

School of Business management

College of business

University Utara Malaysia

General information

Questionnaire number

Name of the school

Country

Section A: general information

Please indicate your answer by putting a tick in the appropriate box provided for each question:

1. Gender:

Male	
Female	

2. Age

18-20	
20-25	
25-30	

3. Number of semester

2	
3	
4	
5	
6	

4. Program of study

Human resources	
Accounting	
Marketing	
Management	

5. How long have you study in this college?

1 year	
2-3 year	
4 year and above	

6. which is the most perfect time to attend the class?

8.00am - 10.00am	
10.00am - 12.00pm	
12.00pm - 2.00pm	
After 2.00pm	

7. What is the most perfect time to leave the class?

Before 12.00pm	
12.00pm-1.00pm	
1.00pm – 2.00pm	
After 2.00pm	

8. Do you clock in and out of the class?

Every time	
Once in a while when asked by the supervisor	
When taking a corrective action	
Not at all	

9. Indicate the extent to which students take seriously the clocking in and out system?

To a very large extent	
Large extent	
Some extent	
Small extent	
Not at all	

10. Indicate the style of time management practiced by the college?

Laissez faire (free rein)	
Delegative	
Authoritative	
Consultative	
Others. Please specify	

11. What is the highest target based achievement that you have achieved this far?

Excellent performance	
Very good performance	
Good performance	
Good	
Not very good	

Section B: time management

code	Item	Rank (choose one option and tick)
12	Exploitation of leisure time helps to heighten the academic performance	1. Strongly disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree
13	I manage my time efficiently and effectively to reach the rating excellent	Yes () or No ()
14	I use a notebook to set plans and jottings	Yes () or No ()
15	I appreciate the expected time for each college duty to help me organize my time and raise my ability to heighten my rating	1. Strongly disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree
16	reduction of Homework help ease the availability of adequate time to review the course material and to increase the academic rating	1. Strongly disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree
17	Identifying of my strengths and weaknesses of the course material helps to raise my academic rating	1. Strongly disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree

18	I try to devote Class time to organize and store special knowledge about its topic.	Yes () or No () (please tick one)
19	I'm trying to customize a sufficient time during the weekend to study and review materials	Yes () or No () (please tick one)
20	I'm trying to organize studying hours of the day and week in order to achieve academic goals.	Yes () or No () (please tick one)
21	Indicate a measure of relationship between time management and academic performance	1. Strongly disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree
22	I'm planning and organizing my time in accordance with the duties and activities to be performed	Yes () or No () (please tick one)

Section C: Time Management Questionnaire Factor Structure

Factor Name	Code	Factor Item	Factor rank (choose one option)
Time planning	23	Do you make a list of the things you Have to do each day?	Yes () or No () (please tick one)
	24	Do you plan your day before you start it?	Yes () or No () (please tick one)
	25	Do you make a Schedule of the activities you have to do on school/work Day?	Yes () or No () (please tick one)
	26	I am always did my assignment and homework among to study time	Yes () or No () (please tick one)
	27	Do you write a set of goals for Yourself for each day?	Yes () or No () (please tick one)
	28	Do you spend time each day Planning?	Yes () or No () (please tick one)
	29	Do you have an idea of what you want to accomplish during the next week?	Yes () or No () (please tick one)
	30	Do you set and honor priorities?	Yes () or No () (please tick one)
Time attitudes	31	Do you feel you are in charge of your Own time, by and large?	Yes () or No () (please tick one)
	32	Do you make constructive use of Your time?	Yes () or No () (please tick one)
	33	Do you continue unprofitable Routines or activities?	Yes () or No () (please tick one)

	34	Do you know how to control your time	Yes () or No () (please tick one)
Time wasters	35	Do you spend all your study time doing the required accomplishments?	Yes () or No () (please tick one)
	36	Do you have a set of the goals for the Study time?	Yes () or No () (please tick one)
	37	When you have several things to do, do you think it is best to do a little bit of work on each one?	Yes () or No () (please tick one)
	38	Do you spend some of your study time checking the social media?	Yes () or No () (please tick one)

Section D: Academic performance

Code	Item	Rank (choose one option)
39	I'm trying to perform my duties without delay.	1. Strongly disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree
40	I'm trying to offer more time to study at the expense of leisure time.	1. Strongly disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree
41	What extent do you agree with the clocking in and out time management system?	1. Strongly disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree

End of questions. Thank you for your cooperation

APPENDIX 2

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	380	100.0
	Excluded ^a	0	.0
	Total	380	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.899	30

Item Statistics

	Mean	Std. Deviation	N
TM1	4.01	.699	380
TM2	4.80	.502	380
TM3	4.69	.538	380
TM4	3.94	.625	380
TM5	3.96	.785	380
TM6	4.19	.700	380
TM7	4.80	.495	380
TM8	4.82	.485	380
TM9	4.83	.478	380
TM10	3.98	.691	380
TM11	4.87	.438	380
TP1	4.50	.610	380
TP2	4.69	.576	380
TP3	4.54	.604	380
TP4	4.72	.564	380
TP5	4.37	.577	380
TP6	4.53	.578	380
TP7	4.60	.570	380
TP8	4.69	.562	380
TA1	4.61	.549	380
Ta2	4.58	.555	380
TA3	4.42	.550	380
TA4	4.64	.536	380
TW1	4.51	.635	380
TW2	4.61	.621	380
TW3	4.65	.608	380
TW4	4.70	.599	380
AP1	4.13	.608	380
AP2	3.95	.717	380
AP3	3.89	.683	380

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
TM1	130.21	76.807	.360	.898
TM2	129.42	76.354	.582	.894
TM3	129.53	77.474	.417	.897
TM4	130.27	76.429	.448	.896
TM5	130.26	76.887	.306	.900
TM6	130.02	75.934	.433	.897
TM7	129.41	76.713	.548	.895
TM8	129.40	77.190	.503	.896
TM9	129.39	77.293	.498	.896
TM10	130.23	77.561	.302	.900
TM11	129.34	76.838	.610	.895
TP1	129.71	75.610	.540	.895
TP2	129.53	76.118	.523	.895
TP3	129.67	75.566	.550	.895
TP4	129.49	76.351	.512	.895
TP5	129.85	76.087	.525	.895
TP6	129.68	76.507	.481	.896
TP7	129.61	76.930	.446	.897
TP8	129.53	75.933	.557	.895
TA1	129.60	78.594	.289	.899
Ta2	129.64	78.411	.304	.899
TA3	129.79	79.478	.197	.901
TA4	129.57	78.341	.324	.899
TW1	129.71	75.289	.546	.895
TW2	129.60	75.607	.529	.895
TW3	129.56	75.967	.507	.895
TW4	129.52	76.277	.484	.896
AP1	130.08	75.999	.504	.895
AP2	130.27	74.386	.550	.894
AP3	130.32	75.585	.477	.896

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
134.21	81.709	9.039	30

Regression

Variables Entered/Removed

Model	Variables Entered	Variables Removed	Method
1	TW, TA, TM, TP ^b		Enter

- a. Dependent Variable: AP
 b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.616 ^a	0.379	0.373	0.41706

- a. Predictors: (Constant), TW, TA, TM, TP

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	39.854	4	9.964	57.281	.000^b
Residual	65.228	375	0.174		
Total	105.082	379			

- a. Dependent Variable: AP
 b. Predictors: (Constant), TW, TA, TM, TP

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	TM	0.444	0.067	0.308	6.657	0.000
	TP	0.300	0.058	0.242	5.181	0.000
	TA	0.171	0.053	0.138	3.233	0.001
	TW	0.184	0.047	0.181	3.881	0.000

Dependent Variable: AP

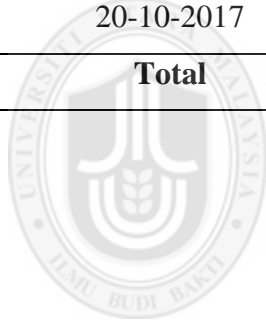
Statistics

	N		Mean	Median	Std. Deviation	Minimum	Maximum
	Valid	Missing					
Gender	380	0	1.7289	2	0.45098	1	3
Age	380	0	1.8316	2	0.46859	1	3
NoSem	380	0	3.0447	3	1.27306	1	5
Program	380	0	3.5184	4	0.91148	1	4
Duration	380	0	1.8447	2	0.68501	1	3
AttendTime	380	0	1.8237	2	0.64809	1	4
LeaveTime	380	0	3.1132	3	0.93895	1	4
Clock	380	0	2.3763	2	1.20157	1	5
Extant	380	0	2.9289	3	1.00274	1	5
TimeMgmt	380	0	2.4368	3	1.1685	1	5
HighestTrgt	380	0	3.3105	3	0.83675	1	5

APPENDIX 3

Distribute the questionnaire as shown in Table

Date	Number of Questionnaires distributed
18-9-2017	40
19-9-2017	30
22-9-2017	20
28-9-2017	40
2-10-2017	20
4-10-2017	50
6-10-2017	40
8-10-2017	50
10-10-2017	40
15-10-2017	30
20-10-2017	40
Total	400



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APPENDIX 4

Descriptive Statistics

	Mean	Std. Deviation	N
TM1	4.01	.699	379
TM2	4.80	.502	379
TM3	4.69	.538	379
TM4	3.94	.625	379
TM5	3.96	.785	379
TM6	4.19	.700	379
TM7	4.80	.495	379
TM8	4.82	.485	379
TM9	4.83	.478	379
TM10	3.98	.691	379
TM11	4.87	.438	379

Descriptive Statistics

	Mean	Std. Deviation	N
TP1	4.50	.610	379
TP2	4.69	.576	379
TP3	4.54	.604	379
TP4	4.72	.564	379
TP5	4.37	.577	379
TP6	4.53	.578	379
TP7	4.60	.570	379
TP8	4.69	.562	379

Descriptive Statistics

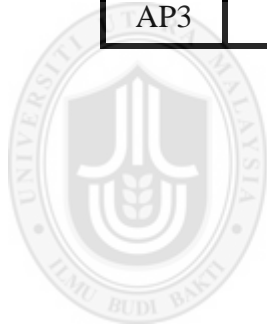
	Mean	Std. Deviation	N
TA1	4.61	.549	379
Ta2	4.58	.555	379
TA3	4.42	.550	379
TA4	4.64	.536	379

Descriptive Statistics

	Mean	Std. Deviation	N
TW1	4.51	.635	379
TW2	4.61	.621	379
TW3	4.65	.608	379
TW4	4.70	.599	379

Descriptive Statistics

	Mean	Std. Deviation	N
AP1	4.13	.608	379
AP2	3.95	.717	379
AP3	3.89	.683	379



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