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A Study on Time Management of Students' Academic Achievement

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Abstract

Efficient time management is associated with higher academic performance and lower student anxiety, but a compromise between studies and their everyday lives is difficult for many students. The latest research aimed at assessing the relationship between students' time management skills or their academic achievement. Time management is critical and can affect the overall efficiency or performance of the individual. Both of these are related, however, to how people handle their time to suit their everyday life or to make their routines flow constantly. However some students lack a strong time management skills that affect their lives or academics negatively. Time use is associated with their everyday routines and activities by students in higher education institutes. Time management can also impact students' stress levels when they have to face their assignments and personal accomplishments.

Keywords: Time Management, Management, Academic Achievement, Management Skill.

Introduction

Time is to be considered to be extremely significant to humans as ages and capital; in particular, that the whole life of mankind is made up of cycles that mean that the second which is gone shortens human life or draws nearer death. The whole of life is a test to know who is worthy in the day of judgment, and it is of great importance to use time to achieve desires both in worldly life and in the afternoon (Algaradawi, 2003, p14). Time management is a very significant topic in that it is a fundamental factor in any performance at all levels of life, with a clear correlation between time management and administrative work. It is never an easy job to handle time alone, despite its value, and then it is important to have unique qualifications along with a lot of personal skills. Let us not misuse the resources available to meet society or individual requirements simultaneously and to adapt to the present and future circumstances (Alghamdi, 2008, p 49).

Time management plays an important role in increasing the success and accomplishments of the

student. Each student should have the ability to manage time, to set objectives and goals using the time management mechanism and to be organized using time. Only self-motivation, success, skill and motivation make time management feasible (Brigitte, Claessens, Eerde, & Rutte, 2005). These are the few activities of university students today which serve as a barrier to their academic achievement. They gap behind because of the lack of time management. The study will help examine how time management has a positive or negative effect on students' academic success. It helps to make a choice about improvements that we want to make more productive use of our time (Nofle, Robins & Richard, 2007). However it is important to become more mindful of yourself and make wise choices on how to use our time. There is no way we can handle this time, however. Also the topic has been debated and highlighted on several forums during the process of delivering educational services and attempts have been initiated to evaluate and examine attitudes and behaviors in educational institutions on the time or management of time (Denlinger, 2009).

Time management is a skill that should not be only understood but practiced by each student. A number of students at universities complain of running out of time if they are asked to do any work, so they are unable to complete it before the deadline. In the other side, some find ample time to visit their friends and to complete their tasks with little difficulty; those we call outstanding time managers and those we are looking for. Time management is very important in particular as it improves grades and efficiency in university students. Time management is highly important. However, much of the time students face problems like task aversion or confusion, so they start to procrastinate because they lack organizational skills. As a result, students would not be able to arrange duties according to their goals, so they get distracted quickly, ending up procrastinating.

Stress and frustration in academia arise when students experience a burden from academic engagements, have a hard time for tests, hurry through their homework and sleep because of time disorder. We can see that time management is very important for any student at a university. In addition, Frazier et al's study shows time management which is significantly correlated with academic success. In order to achieve success and peace of mind, successful time management strategies should not only be applied to the students' academic life but to their overall planning. All this was taken into account in the current study

The Importance of Time Management for Students

Students usually live an incredibly busy and stressful life, as they attend lectures, complete tasks and prepare for examinations. They also have their own daily routines and lifestyles required for

combining academics with extracurricular activities. It can also be daunting and frustrating to find time to do all at once. This is the time to implement strong management skills. This ability must be mastered by the students. In order to be successful and more effective it must follow the appropriate approaches and enforce those strategies. These awareness helps students to schedule and prioritize possible activities and events. This is an important factor in keeping students organized or preventing procrastination, or eventually contributes to academic success.

In a student's hectic curriculum, time management can be very useful. It ensures that students are well trained, coordinated or targeted for their everyday lives and complete scholarly work on time. However this is a skill students must develop and practice. It will lead to improved results. To have strong skills in time management, students must improve their habits. Only with the first steps in defining problems are students able to do so. Strong time management skills derive from the challenge of making time a priority effectively.

Several studies have shown that time management has beneficial results. Time management skills were shown to have a beneficial effect upon the learning of students and the results of their studies (Kearns and Gardiner, 2007; Kelly, 2002; McKenzie & Gow, 2004), and Krause or Coates (2008) report that students develop good learning habits and effective methods to manage their time effectively. Time management offers people the tools for their activities to be organized and tracked (Claessens, van Eerde, Rutte & Roe, 2004), while Wang, Kao, Huan and Wu (2011) have found time management to be relevant outside the campus where free time management is found to improve the quality of the life of the person significantly. In addition, O'Connell (2014) notes that a balance between sleep, workouts and a healthy diet, along with an improvement of "downtime", can minimize student illness and thus propose that time management should be correlated with physical health.

These are the procedural principles which contribute to the correct management of time, and to reducing waste of time as much as possible, they are designated accordingly by the four rules; the following are agreed; Identifying the goals and priorities: (Alyan, 2005, p68) as setting and sharing priority with those aims the main objectives and priorities of the proposed scheme. The second on the scale is the allocation of the time needed for each job to be accomplished and this could be achieved through an analysis of the average effort at particular times (Alsifani, 2001, p27). Third, the time strategy, which should redefine the institution's potential priorities for the allocation of time (Hareem, 2006, p112). And time management in all past stages, so that all surrounding conditions and resources can better be managed and the best time used. This final stage must

follow the schedule (alaboudi, 2002, p90).

Academic Achievement

Schools are a fundamental venue for academic and social experience. Achievement is action aimed at the achievement of acceptance or at preventing criticism of performance competency in circumstances where excellence criteria are appropriate. The terms academic achievement, academic achievement and academic success are synonymous. Academic success refers to such ways to express the scholastic status of a student. It determines an average grade for the course, a class of courses for a group of subjects or an average grade of all courses on a zero to hundred or another scale (Dash, B.N. 2004)

Objectives:

1. To allow students to monitor how easily their academic accomplishments can be targeted by time management.
2. To find the connection between time management and students' academic achievements.
3. The research on time management and the academic achievements of students is intended to resolve the gaps.
4. Growing awareness of students' time management and academic achievement.
5. To explore the disguised connection between academic performance and time management practices in developing countries.

Methodology

In order to assess the time and academic performance of students, the researchers followed the 'survey method.'

Data collection technique

There was a cross-sectional analysis. Prior to performing the research, informed consent was obtained from the participants. The participants were presented with self-administered demographic information questionnaires, the percentage of examination marks earned (first year of the MBBS) or the TMQ.

Population & Sample

The whole community of items that the researcher is worried about and wants to grow and generalize is the population (Boyd et al., 1977). The population is all the components we research

and are attempting to draw conclusions on (Levin 1984:9)." The population. The students from Qurtuba University of Science and Technology (Peshawar) were among the people of interest in this research report.

Literature Review:

In comparison with home, Neena Khanna or Joginder Singh (2000) found that students earn less leisure time in school because the bulk of their time is used in school activities. Adnan Kisa and Korkut Ersoy (2005) confirmed that there were no time management skills for high school students. Ahmad Farras Oran (2009) has reported that without qualitative or quantitative losses, the duration of the school year can be shortened by two months.

There is a titanic gap in the management of time or academic obligation between secondary and higher education. In secondary education, there was the kind of learning that requires a description of anything. On the other hand, students find out that what they learn is a lecture that only contains superficial knowledge, and the rest is their task to learn about and to discover more (Britton & Tesser, 2001). Time Management is an ability not only understood but often practiced by any student. Many students from universities complain of time running out when they are asked to do a particular job, they are disappointed because before the deadline they cannot do it. Time management is very important for university students in particular because it increases graduates and enhances productivity (Laurie & Hellsten, 2002). Most of the time, however, students face difficulties including work aversion and confusion, and then they start to degrade because they lack organizational skills. In this way the students cannot arrange activities according to their goals so that they can be easily distracted and eventually delayed. As can be shown, time management is completely crucial and one of the main factors for higher academic achievements for any university student (Kelly, 2004).

Result and Discussion:

Table number one suggests that the time management score of more than half of participants (51.90 %) was moderate to low. Table number two indicates slight differences in the mean values of GTM and its 3 sub-scales between males and females: Short-range planning, time and long-range planning, but there was no substantial difference (Table 1 and 2).

Table 1: Participants' time management score.

Time management levels score	Number of participants (%)
High score (58 and above)	38 (48.10)

Moderate score (46-58)	34 (43.04)
Low score (46 and below)	07 (08.86)

Table number three shows substantial difference between participant percentage point (academic achievement) and average time management outcomes for their three sub-scales. Table three shows significant differences.

Table 2: Mean and gender score for 3 sub-scales for GTM SD.

	Gender		
GTM and sub scales	Male	Female	P value
	Mean (SD)	Mean (SD)	
Short range planning	21.86 (05.37)	20.14 (05.95)	0.183
Time attitudes	18.91 (03.17)	20.21 (03.71)	0.100
Long range planning	16.97 (03.35)	17.14 (02.51)	0.797
General time management	57.75 (07.93)	57.50 (09.22)	0.898

Table 3: Academic success and mean GTM SD ranking in its three sub-scales.

	Academic achievement (percentage of mark)			
GTM and sub scales	50-60%	60-70%	70 - 80%	P value
	Mean (SD)	Mean (SD)	Mean (SD)	
Short range planning	22.60 (08.55)	20.51 (05.34)	21.08 (05.09)	0.578
Time attitudes	17.60 (04.88)	19.55 (02.88)	20.54 (03.72)	0.081
Long range planning	17.60 (03.02)	16.60 (03.01)	17.70 (02.62)	0.271
General time management	57.80 (13.88)	56.66 (07.51)	59.33 (07.88)	0.473

However, participants with higher mark percentages (70-80%) also had a high average time management performance and their under-scales other than short-term planing (Table 3).

Conclusion

More than half of the students had moderate to low time management performance. Gender-based, mean variations in overall time management and their measurements were not important. Students with higher marking percentages have got a high mean time management score and their measurements except for short-range planning. Around a third of the students are still priorities and honor, emphasizing that the students are always doing things in order of priority.

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