

TIME MANAGEMENT AND STUDENTS' ACADEMIC PERFORMANCE IN HIGHER EDUCATION INSTITUTIONS: A CASE STUDY OF PUBLIC UNIVERSITY IN LAHORE

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Abstract

Time management is an essential ability that allows students to efficiently arrange, prioritize, and use their time to attain academic success and enhance overall productivity. Nonetheless, numerous university students struggle to utilize their time effectively, resulting in negative impacts on their academic achievements. This research intends to investigate how time management affects the academic success of students attending public universities in Punjab, Pakistan. The study was descriptive survey type research and case-study method is employed. The sample of this study is comprised of 200 students (100 males and 100 females) by employing purposive sampling technique. The research examined essential aspects of time management such as procrastination, planning, and prioritization, along with their connection to students' academic success. It was expected that efficient time management strategies enhance academic success, while procrastination notably harmed students' performance. The results anticipated to offer important perspectives for students, teachers, and university leaders in fostering successful time management techniques to improve academic performance. The research suggests that students may enhance their planning skills, focus on academic duties, and reduce procrastination to boost their academic performance and effectively meet deadlines.

Keywords: time management, academic performance, prioritization, procrastination, Planning.

Introduction

Time management involves the skill of planning, organizing, scheduling, and allocating time effectively to achieve productive work and results. It involves a prioritization structure for the allocation and distribution of time among competing demands, as time cannot be saved and its availability cannot exceed 24 hours. Gerald (2002) described time management as a collection of principles, practices, skills, tools, and systems that collaborate to assist you in maximizing the value of your time to enhance your life quality. Argarwal (2008) claims that time management is often an individual issue, and if a person intuitively understands what is correct, then there is no cause for concern. Daily life is not truly a risk, and dedicating time to each task will assist. In contrast to other things, lost time never returns.

Time management centers on addressing issues. Common issues include struggling with distractions, pressure from deadlines, procrastination, and lack of self-discipline, unclear personal goals, and difficulty in saying "no," too many social connections, indecisiveness, perfectionist tendencies, and disorganized tasks. Akomolafe (2005) argued that time cannot truly be managed since it cannot be slowed, hastened, or created. Quek (2001) argued that time can be controlled, as addressing procrastination requires acquiring and honing time management abilities. The researchers believe that Quek suggests procrastination could impact time management. Time is inherent; nonetheless, individuals live, work, or function within its bounds. Consequently, time progresses alongside human life.

For the researcher, though, time management holds equal significance to human and material resources within any organization. Based on observation, individuals who struggle with time management often experience low productivity, inefficiency, ineffectiveness, decreased morale, stress, and self-frustration. Time is constantly accessible, yet it does not pause for

anyone and disregards gender, as shown in the study by Omolola (2010), which reveals that time management impacts both male and female undergraduates.

Effective time management is crucial in education, particularly at advanced levels, as it indicates, among other things, the speed at which human resources can be mobilized in a country's development. King (2002) outlines several external pressures impacting time, categorizing them as a mix of elements: a challenge to one's skills or knowledge, which creates an unwelcome demand on time, capabilities, and emotional resources. The researcher, nevertheless, believes it could be exaggerated to claim that external forces can impose the demands of the moment. It is crucial to recognize that wasting time hinders the completion of tasks. Achunie (1998) identifies various factors in the school system that hinder effective time management. The subsequent points highlight: occurrences that simply arise. Unplanned occurrences might arise within the school system. Incidents such as lecturer strikes, student protests, unexpected accidents, fire incidents, and various other emergencies can disrupt students' daily routines. The researcher indeed endorses this perspective that unexpected problems may require days, weeks, months, or an entire semester to address, similar to the ongoing ASUU nationwide strike that began in June 2013 and remains unresolved.

Austin, Dwyer, and Freebody (2003) discuss poor time management among students who feel frustrated when attempting to begin their tasks. Knaus (1996) supports this perspective, suggesting that students can feel so burdened by their workload that they delay academic tasks until a later time, prioritize socializing with friends, or focus on the anxiety about impending exams, class projects, and papers instead of finishing them. For the researcher, unexpected problems may arise, making it practical to allocate the time designated for one event to another. It also creates space for discomfort and stress, leading to disruption of the scheduled program. Nonetheless, numerous activities waste time and its effective use. This causes time to be squandered or pass by without accomplishing much. Yager (1999) feels uneasy with the term "wasting time"; for him, time cannot be wasted, only mismanaged. He claims that wasting time is a misunderstanding. The researcher believes that anything poorly managed is squandered. King (2002) states that while engaged in significant work, a person may unexpectedly discover numerous unrelated matters that demand immediate focus. For instance, revisiting old novels, tidying up spaces, contacting those you haven't talked to in months—all while anticipating the ideal moment to start the task at hand. Knaus (1996) endorses this perspective by stating that when an individual daydreams, gazes blankly, or views images of their partner instead of completing the task, time is squandered. At times, the surroundings can be loud, and occasionally one reclines on the bed to study or complete assignments.

The Researcher believes that this could be typical among students, particularly when there is a lot to study and they are seeking the ideal moment to read. Students often find it challenging to study in school hostels due to the arrangement that places multiple students in a single room, particularly for those who prefer reading at night and don't want to disrupt others. It could be feasible if they both have an interest in studying at night. Amid numerous distractions, focus can shift to another thing. Quek (2001), in his insights on time management, suggests that procrastination and prioritization are likely the most prevalent issues faced by students. For him, certain students struggle with procrastination because of poor time management, particularly when they fail to meet the deadline.

Yet, it appears that everyone puts things off. Procrastination affects individuals across various professions, and everyone experiences it at some point in their lives. Therefore, procrastination is an issue for everyone, indicating that everyone postpones tasks in some manner. Nonetheless, the degrees of procrastination differ between individuals. The reality is that everyone has their

own method of daydreaming and a way of disregarding time; however, some take it so far that they neglect important tasks.

The researcher observes that that students are directly involved in academic procrastination since at the beginning of a semester, one in five students miss the first class, some sign up early but never show, while others attend sporadically. Not all students are conscious that academic procrastination raises students' anxiety and sinks their self-esteem in view of the fact that time wasted can hardly be regained. Also, students don't feel there is the need to prioritize their works in order of importance.

Statement of the Problem

Certain issues noted in specific areas of students' academic activities may primarily stem from poor time management. This occurs when students fail to handle their time effectively. They might not arrive or could postpone arriving at school. There might be setbacks in organizing academic tasks, delays in the deadlines for assignments, and studying for quizzes and exams. They might encounter disruptions during class times, including receiving long phone calls, notifications, social media, and chatting with peers. This affects multiple aspects of academic endeavors, particularly in academic achievement. As a result of this, the research examined how time management impacts students' academic achievement in higher education.

Objective of the Study

The major objectives of the study were to;

1. Investigate the relationship between time management and students' academic performance at higher Education.
2. Find out gender-wise discrimination of time management and students' academic performance at higher Education level.

Hypothesis of the Study

H0₁: There is no significant relationship between time management and students' academic performance at University of Education Lower Mall Campus Lahore.

H0₂: There is no significant relationship between procrastination and students' academic performance at University of Education Lower Mall Campus Lahore

H0₃: There is no significant relationship between prioritization and students' academic performance at University of Education Lower Mall Campus Lahore

H0₄: There is no gender-wise difference in the impact of time management and students' academic performance at University of Education Lower Mall Campus Lahore

Research Methodology

The current study intended to examine the relationship of time management and students' academic performance. The study was quantitative in nature, case-study method employed and target population was entire students of University of Education Lahore. This institution was selected because it represent major public university with diverse student populations and provide an appropriate setting for examining the relationship between time management and academic performance. By using purposive sampling technique, 200 (100 males and 100 females) undergraduate students of BS Economics and BBA program were selected for the study. The research data were gathered through a systematic self-completion questionnaire created by the researcher following a comprehensive analysis of pertinent literature regarding time management and academic success. The survey, named Time Management and Academic Performance Questionnaire (TMAPQ), is divided into two parts. Section A collects demographic data, such as gender, age, university, academic program, and semester of enrollment. Section B includes items that assess different aspects of time management, such as planning, prioritization, scheduling, goal setting, and procrastination, utilizing a five-point

Likert scale from Strongly Disagree (1) to Strongly Agree (5). Students' academic achievement was assessed through their self-reported cumulative grade point average (CGPA) or the GPA from their latest semester. Specialists in the pertinent area of the research assessed the questionnaire to confirm content validity, and reliability was determined through a pilot study employing Cronbach's alpha prior to the primary data collection, which was measured at 0.74. The researcher and research assistant were able to retrieve 167 questionnaires. 156 out of the 167 were properly filled were subjected to analysis.

Data Analysis

The data collected were analyzed using inferential statistics. Hypotheses were tested at 0.05 level of significance.

H01: There is no significant relationship between the time management and students' academic performance in higher institutions.

Table 1

Relationship between students' time management and academic performance

Variables	N	r-cal	r-table	Decision
Time management	156	0.798	0.195	HO ₁ rejected
Academic performance	156			

P>0.05.

Table 1 shows that calculated r-value is 0.798 and the table r-value is 0.195 at 0.05 level of significance. This reflects that r-cal is greater than r-table. Then the null hypothesis is rejected that there is no significant relationship between students' time management and their academic performance in higher institution.

H02: There is no significant relationship between procrastination and students' academic performance in higher institution.

Table 2

Relationship between procrastination and students' academic performance

Variables	N	r-cal	r-table	Decision
Procrastination	156	0.638	0.195	HO ₃ rejected
Academic performance	156			

P>0.05.

Table 2 shows that r-cal is 0.638 and r-table is 0.195. It implies that r-cal is greater than r-table at 0.05 significant level. The null hypothesis is rejected. Therefore, there is significant relationship between procrastination and students' academic performance.

H03: There is no significant relationship between prioritization and students' academic performance in higher institutions.

Table 3

Relationship between prioritization and students' academic performance

Variables	N	r-cal	r-table	Decision
Prioritization	156	0.424	0.195	HO ₄ rejected
Academic performance	156			

$P > 0.05$.

Table 3 reveals that r_{cal} is 0.424 and r_{table} is 0.195. It shows that r_{cal} is greater than r_{table} at 0.05 level of significance. The null hypothesis is rejected. Therefore, there is a significant relationship between prioritization and students' academic performance in higher institutions.

H04: There is no significant gender-wise differences in the impact of time management on students' academic performance.

Table 4

Gender-wise difference between time management and students' academic performance.

Sex	N	X	SD	DF	t-cal	t-table	Decision
Male	87	28	5.29	198	1.54	1.96	H0 ₅
Female	69	21	4.58				Accepted

$P < 0.05$.

Table 4 reveals that t_{cal} is 1.54 and t_{table} is 1.96. It implies that t_{cal} is lesser than t_{table} at

0.05 level of significance. The null hypothesis is accepted. Therefore, there is no significant difference in the impact of time management on students' academic performance on the basis of their gender.

Discussion

The research demonstrated a notable connection between time management and the academic performance of students. It seems that students require effective time management to succeed in their different assignments. All activities carried out by students occur within a set time, making time management inseparable from academic success. Akomolafe (2005) recommended that principals manage their time effectively to enhance job performance, suggesting they limit the time spent on phone calls and have their secretaries screen calls instead. This suggests that the challenge of effective time management is not exclusive to students but also applies to the administrators who are meant to serve as role models for them. This research has shown that students need to manage their time effectively and utilize it wisely to enhance their academic success. The research additionally indicated a connection between the duration of social engagements and academic results. This indicates that students must manage or lessen the time devoted to activities like going to dinners and parties, socializing, calling, and messaging, as these considerably harm their academic performance. The greater the time students dedicate to social activities, the more their academic pursuits are impacted. Consequently, it impacts the attainment and realization of students' educational objectives.

The research additionally demonstrated a notable connection between academic performance and procrastination. This suggests that students should be cautious about frequently delaying actions, events, or assignments that could complicate their studies, as this can impact their performance. The outcome could stem from some students failing to meet deadlines for certain academic tasks due to the belief that time is always at their disposal, overlooking potential issues that may arise unexpectedly. Adebayo and Omojola (2012) reiterated that the managers of higher education institutions frequently delayed tasks, impacting their efficiency. This may be reflected in the students' approach to poor time management. Therefore, this research concluded that students need to reduce procrastination.

The research also indicated that a notable connection existed between prioritization and academic achievement. The research showed that the absence of establishing consistent or Daily objectives influence academic pursuits. What could explain the findings is that students do not prioritize or execute goals based on their significance and immediacy. Agarwal (2008), Bradley, and Mcrae (2007) suggested that self-discipline in time management is essential for students to enhance their performances. The research also showed that there is no notable difference in how time management affects students' academic performance based on their gender. This indicates that both male and female students utilize their time in comparable manners. This aligns with Omolola's (2010) research which found that time management impacts both male and female undergraduates.

Conclusion

The study's findings indicate that efficient time management is crucial for improving university students' academic performance. The findings suggest that students who schedule, rank, and arrange their school tasks are more inclined to reach superior academic results than those who do not manage their time well. Ineffective time management, especially through procrastination, insufficient planning, and poor prioritization, hampers students' capacity to meet their academic obligations effectively.

The research also finds that poor time management leads to setbacks in crucial academic tasks, such as enrolling for semesters, regularly attending classes, submitting assignments on time, preparing sufficiently for quizzes and exams, and sustaining regular study habits. These obstacles ultimately diminish students' academic output and may result in decreased academic performance. Among the different aspects of time management, procrastination surfaced as one of the most significant factors negatively impacting students' academic achievement. Moreover, the results indicate that cultivating strong time management abilities can assist students in minimizing academic pressure, enhancing self-discipline, boosting learning effectiveness, and attaining a more favorable equilibrium between academic and personal responsibilities. Consequently, cultivating effective time management skills ought to be viewed as a crucial element of students' educational growth.

Within public universities in Punjab, Pakistan, the research highlights the importance for students to implement systematic planning, establish achievable academic objectives, focus on key tasks, and steer clear of avoidable procrastination in finishing their academic responsibilities. Universities ought to take an active part by hosting workshops, seminars, and academic advising sessions that provide students with effective time management techniques. These initiatives can lead to better academic results, increased student satisfaction, and improved educational achievements in higher education institutions throughout Pakistan.

Recommendations

Based on the conclusion, the following recommendations are proposed:

1. Students need to cultivate strong time management abilities by creating daily and weekly study plans, establishing achievable academic objectives, and focusing on essential tasks to enhance their academic success.
2. Procrastination can be reduced by cultivating self-discipline and implementing effective planning. Students ought to finish assignments, projects, and exam preparation ahead of deadlines to alleviate academic pressure and improve learning results.
3. Universities ought to arrange frequent workshops, seminars, and training sessions focused on time management, study techniques, and self-regulated learning to assist students in cultivating strong academic habits.

4. Academic advisors and faculty should offer ongoing support and mentorship to students about efficient planning, prioritization of academic duties, and managing both academic and personal obligations.
5. Colleges and universities ought to incorporate time management and study skills into orientation programs, especially for incoming freshmen, to ease their transition into campus life and enhance their academic achievements from the start of their education. Learners ought to utilize digital resources and technology effectively, including digital calendars, reminder apps, and task management programs, to arrange their academic plans and track assignment due dates.
6. Parents and guardians ought to promote structured study habits by creating a nurturing home atmosphere that helps students organize their time effectively and stay concentrated on their academic objectives.
7. Colleges ought to enhance academic support services, such as counseling and student success centers, to help students facing challenges like time management, procrastination, or academic stress.
8. Future scholars ought to carry out analogous research at various public and private universities throughout Pakistan with larger and more varied samples.
9. Comparative research across regions, fields, and educational tiers would yield more comprehensive insights into the link between time management and academic success.
10. Additional studies should investigate factors like motivation, self-regulated learning, emotional intelligence, stress management, and digital learning behaviors to gain deeper insights into their collective impact on students' academic success in higher education.

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