DO TIME MANAGEMENT FACTORS IMPEDE STUDENTS' ACADEMIC ACHIEVEMENT? : A CASESTUDY – SOHAR UNIVERSITY, OMAN

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Abstract

Purpose: The objective of the research study is to critically analyze the factors impeding time management towards students' academic performance achievement.

Design/methodology/approach: The study was carried out using a well-defined questionnaire collecting samples from 164 undergraduate students studying in the Faculty of Business, Sohar University, Sultanate of Oman from a population of 700 undergraduate students. For the study, the cluster-sampling method was adopted. SPSS was used to perform the statistical analysis.

Findings: The empirical results reveal that none of the claimed factors related to time management influence the academic performance of the students. The students' performance is purely based on their efforts and on their own self-management. Thus, it was concluded that it is the responsibility of the students to manage their time for which they should make their own plans.

Practical Implications: The study confirms that the student's stay at the hostel facilitates them to improve their academic performances. It is also interpreted that the students are carried away by the domestic work during their stay at home, parents should take utmost not to deprived of their time for study. Parents should make necessary arrangements to reduce their travel time. Students should have their own self-control and self-commitment to manage and plan their own time for study purposes.

Originality/value: The research work is of its first kind as it focuses on the impact of time management factors on the academic performances of the students.

Keywords: *Time Management Factors, Personal Interest Factors, Social Factors, Self-Planning Factors, Hostel, Transportation, University Related factors, Academic Performance.*

INTRODUCTION

God has vested upon humanity, an invaluable resource viz. the time which is equally given to everyone, without any partiality. Poor or rich, black or white, everyone has exactly 24 hours. In these 24 hours, each one has many things to do, indeed everyone struggles to manage their time. In the case of students, the issue is more complicated as they are connected and committed to so many activities interlinked to family, home, society, work, and studies. Time is an invaluable source and that cannot be retrieved or altered. Therefore, time management is an essential function to be looked into.

Time Management is the science and art of planning and organizing time between the activities towards achieving the goals and in completing daily tasks. Time management is defined as the behavior which aims at effectively using the time to complete goal-oriented activities (Claessens, Van Eerde, Rutte, & Roe, 2007). Time management aims to at estimating the time required to carry out and complete the activities, efficiently.

The art of time management skills has a significant impact on students' academic performances too (Al-Zoubi, 2016; Dalli, 2014; Macan, Shahani, Dipboye, & Phillips, 1990; Olowookere, Alao, Odukoya, Adekeye, & Agbude, 2015; Oyuga, Raburu, & Aloka, 2016). Academic achievement is the result of the successful completion of assessments and the final examination. Good academic achievement every student aims at and is referred by his/her grade. Good time management can lead to good academic performance (Hamzah, Lucky, & Joarder, 2014). Indeed, there is a direct relationship between time management, self-esteem, and GPA (Eid, Safan, & Diab, 2015; Zulauf & Gortner, 1999). Motivation, time management behaviors, and beliefs may have an impact on academic achievement (Nonis & Hudson, 2006; Wells, 1994). Students have to realize the importance of time management and their perception of time management is very important in relates to either curricular or co-curricular activities (Twehues, 2013).

Importance of the study

To excel successfully with good academic performance, it is essential for the students to adopt time management techniques. People use different ways and means to manage their time to be more productive. Some people have the skills to manage

their time well. Indeed, there are some strategies and techniques to manage time towards success. Time management makes a positive impact on academic achievement and negatively due to the time spent on social media (Adebayo, 2015). In the early days of joining a university or college, students are too careless in managing their time. They waste time in unwanted activities, which are no way beneficial to them, academically. Students should be aware of time wastage and should take responsibility for managing the time more efficiently by increasing the awareness of their attitudes, planning, thinking, and behaviors (Gayef, Tapan, & Sur, 2017). Effective time management leads to greater academic performance and at the same time brings down the levels of anxiety and stress in students (Adams & Blair, 2019; Al Khatib, 2014).

Though the students realize the importance of time management, they do not pay attention to it. Some of the authors even claimed that the practice of time management has no effect on academic achievement as far as students are concerned (Hamdan, Nasir, Khairudin, & Sulaiman, 2014; Swart, Lombard, & de Jager, 2010). Therefore, it becomes essential to find out the reason for such negligence and thus the reason behind the study. Therefore, the objective of the study is to critically analyze the factors impeding time management towards students' academic performance achievement.

REVIEW OF LITERATURE

Though time management is beneficial to the students in increasing their academic performance achievement, there are certain factors, which impede them in managing their time.

Hostel

Students' time management skills revealed that the performance of the students living in hostels were higher than the day scholars (Karakose, 2015). Quite and calm undisturbed study environment, and uninterrupted availability of power supply and other facilities in the hostel, allowed the students to manage and spend more time and manage their studies (Zotorvie, 2017). Mostly, students staying in hostel get plenty of time, most of which they spend studying; at the same time as there is no monitoring, they waste half of it on social media and chat (Mohamed, Hamal, & Mohamed, 2018). Hostel students with necessary facilities showed a great improvement in their academic performances as they felt comfortable spending their time on studies (Mansoor & Hussain Ali, 2015). Noticeable differences in academic performance of the students living in a hostel were observed as they reported they got plenty of time to study (Adeel, 2018). The hostel students were confident, realistic, time responsible, and sharp in their academics (Iftikhar & Ajmal, 2015). In particular, female students staying in hostel properly manage their time, study effectively, and achieve higher academic performances (Khurshid, Tanveer, & Qasmi, 2012).

Transportation

The academic performances of the day scholar students are lower than those living at their home due to the loss of time in travel, and the students are not able to cope up with their studies (Ahmad, Shahid, & Banu, 2018). Students commuting daily has to face increasing burdens on their daily lives and to cope up with the time management (Forbus, Newbold, & Mehta, 2011) whereas students living in hostel were able to spend more time on their private studies, assignments and were able to save their transportation time (Zakaria, 2016). Students preferred to save their commuting time and used it properly for study purposes (Khanam, Sahu, Rao, Kar, & Quazi, 2017).

Social Factors

Parent/family distraction with mobile phones has become a regular incident while their wards are studying at home (McDaniel, 2019). Parenting behavior and their educational support could develop students' good learning behaviors thereby influencing the students' academic performance (Li & Qiu, 2018). Family workload may highly impact students' academic achievement (Nzewi, Chiekezie, & Ikon, 2016). The family role in supporting students in their daily life such as frequent contact of the family, level of parental financial support, independence from family are all important to the students' educational performance (DeFauw, Levering, Msipa, & Abraham, 2018). Time spent in managing family affairs is a factor that disturbs the students' study time and hence the students claim that there is no time for the family (Zartler, 2010). Study time should be treated like an academic class free from the family and considered as a media-free zone (Office of the Famly Engagement, 2019). Students coming from families with good educational background try to cut off unnecessary social contacts during study hours including family affairs (Yörük, Boyraz, Akkuş, & Akkuş, 2012). Mercanlioglu (2010) found that there is a difference between the performances of male and female as time management affectsacademic performance due to family responsibilities.

Self-Planning Factors

Self-planning has a direct influence on academic achievement (Dahie, Osman, & Mohamed, 2015; Pehlivan, 2013). Students need to develop the skills to manage themselves as time management is nothing but self-management (Cyril, 2015). The usage of time by students is based on how effectively the students plan and manage themselves, their daily routine and activities, and schedule their study time so as to achieve their academic standards (Shazia Nasrullah & Khan, 2015). Students

do not design an efficient study plan which causes the failure of effective studies (Chanamarn & Tamee, 2017). For the students struggling to balance between the academics and daily routines, a self-planning for study time is a must, to avoid anxiety and ineffective time management (Adams & Blair, 2019). Adopting self-planning strategy, students avoid procrastination of daily studies leading to effective academic performances (Miqdadi, ALMomani, Masharqa, & Elmousel, 2014). Orientation programs are needed for students to manage their time as an important component of self-regulated learning (Thibodeaux, Deutsch, Kitsantas, & Winsler, 2017).

Personal Interest Factors

When the students' time management skills improve, their anxiety level decreases (Akcoltekin, 2015). The performance of a student is based on how one plan and divide the amount of time for the tasks and studies (Rai, 2016). Students should prioritize themselves between academic life, social life, and other life situations that may impede their academic achievements (Sikhakhane, 2019). Nowadays, the personal interest of the students is mostly towards social media as they are addicted to the internet and thus mismanage their time in unwanted activities (Chang, Liu, & Lin, 2013; El Khatib & Khan, 2017; Syed Nasrullah & Khan, 2019).

University-related factors

The flexibility of a university environment and freedom can ruin students who have not learned the skills of time management (Razali, Rusiman, Gan, & Arbin, 2017). Educational institutions should design the courses in such a way that student engagement and effective time management is ensured (Goodson, Miertschin, & Stewart, 2016). Students face daily in their academic life, challenges such as academic stress and interpersonal relationships and solicited to focus group sessions for proper time management and coping strategies (Lin, Pan, & Ching, 2015). Inefficient time management without proper guidance and counseling could lead to a decrease in students' academic performance (Britton & Tesser, 1991; Hensley, Wolters, Won, & Brady, 2018; Indreica, Cazan, & Truta, 2011). A positive high progress could be achieved by the students only if the educational institution implements organized and timed lesson plans (Herrera Agudelo, 2016). University/College administration should build a cohesive strategy to develop a student's perception of time importance and time utilization in a fruitful manner (Alghaswyneh & Basri, 2015). Teachers should pay attention to improving their time management skills as it impacts students' academic performance (Kayode & Ayodele, 2015). Students provided with the lecture notes and handouts well before the class sessions were able to organize their time and prepare for their study, resulting in increased academic achievement (Erdemir & Tomar, 2019).

After going through the above review of literature, the factors hostel related factors, transport-related factors, social factors, self-planning factors, personal interest factors and University-related factors were considered the major factors hindering the time management of the students.

Hypotheses

Therefore, it is claimed that the factors related to – Hostel, Transportation, Social factors, Self-planning, Personal interest, and University-related factors impede the time management of the students thereby the academic achievement of the students.

RESEARCH METHODOLOGY

The study was carried out using a well-defined questionnaire collecting samples from 164 undergraduate students of Sohar University in the Sultanate of Oman from a population of 700 undergraduate students from the Faculty of Business. For the study, the cluster-sampling method was adopted. Likert scale questions were used and the statistical analysis was carried out using SPSS.

FINDINGS

Table 1: Reliability Analysis of the data

	N	%
Valid Cases	164	100.0
Excluded	0	0.0

Cronbach's Alpha	N of items
.860	31 items

The reliability analysis shows that the Cronbachs Alpha score = 0.860 > 0.70.

Table 2: Demographic details of the respondents

Characteristics		Frequency	%
Gender	Male	30	18.3
	Female	134	81.7
Age	18 – < 20 years	25	39.1
	20 – < 23 years	36	56.3
	23 – <25 years	3	4.7
Marital Status	Single	144	87.8
	Married	19	11.6
	Widow/er	1	0.6
Study Level	Level 1	13	7.9
	Level 2	64	39.0
	Level 3	50	30.5
	Level 4	37	22.6
Employment Status	Working	15	9.1
	Not working	149	90.9
Living in	University Hostel	25	15.2
	Private Hostel	35	21.3
	Home with Family	99	60.4
	Home with relative	5	3.0
Size of the family	Big Family	52	31.7
	Small Family	47	28.7
	Missing	65	39.6
Transportation	Walking	28	17.1
	Car	55	33.5
	Bus	81	49.4
Travel time to reach home/hostel	< 30 Minutes	94	57.3
	30 Minutes – < 1 hour	36	22.0
	1 – 2hours	32	19.5
	More than 2 hours	2	1.2
GPA	<2	30	18.3
	2 – 3	105	64.0
	3 - 4	29	17.7

Source: Questionnaire

Personal factors

Table 3: Personal Interest factors

#	Statement	Never	Rarely	Sometimes	Often	Always	K-S Value	Chi-Square	p value
1	Take responsibility of my time	5 3.0%	12 7.3%	45 27.4%	38 23.2%	64 39.0%	3.009	71.793	.000
2	Finding difficulty following own plans	6 3.7%	21 12.8%	80 48.8%	54 32.9%	3 1.8%	3.262	134.841	.000
3	Having a clear idea of the daily routine	6 3.7%	16 9.8%	43 26.2%	52 31.7%	47 28.7%	2.623	51.061	.000
4	Able to avoid distractions	6 3.7%	29 17.7%	67 40.9%	45 27.4%	17 10.4%	2.756	70.146	.000
5	I avoid procrastination	8 4.9%	32 19.5%	58 35.4%	45 27.4%	21 12.8%	2.384	46.915	.000
6	I am able to say no to things that waste my time	9 5.5%	34 20.7%	55 33.5%	44 26.8%	22 13.4%	2.270	39.720	.000

7	Complete my assessments within the deadline	2 1.2%	23 14.0%	58 35.4%	51 31.1%	30 18.3%	2.614	61.549	.000

Null Hypothesis1 There is no relationship between Personal factors and the choices of the respondents.

It can be observed from Table 3 that the p-value is less than 0.05 for all the factors i.e. null hypothesis1 gets rejected which indicates that there is a relationship between the Personal factors and the choices of the respondents. Comparing the K-S values obtained from the Kolmogorov-Smirnov test, it is observed that 'Finding difficult to follow my own plans (3.262)'ranked first, followed by 'Take the responsibility of my time (3.009)' and 'Able to avoid distractions (2.756)'.

Social factors

Table 4: Social factors

#	Statement	Never	Rarely	Some times	Often	Always	K-S Value	Chi-Square	p value
1	Get enough time to study at home	27 16.5%	28 17.1%	40 24.4%	36 22.0%	33 20.1%	2.067	3.622	.460
2	My study plans get affected by my family	49 29.9%	29 17.7%	45 27.4%	29 17.7%	12 7.3%	2.369	26.610	.000
3	Spend more time on domestic works	16 9.8%	32 19.5%	66 40.2%	28 17.1%	22 13.4%	2.717	46.488	.000
4	Phone calls from my family & friends takes lots of my time	62 37.8%	50 30.5%	24 14.6%	17 10.4%	11 6.7%	3.073	59.476	.000

Null Hypothesis 2 There is no relationship between Social factors and the choices of the respondents.

It can be observed from table No.4 that the p-value is less than 0.05 for all the factors except the first statement. So the table obtained after eliminating the first factor from table No.4 can be considered as rejecting Null hypothesis2, which indicates there is a relationship between Social factors and the choices of the respondents. Comparing the K-S values obtained from Kolmogorov-Smirnov test, it is observed that 'Phone calls from family & friends take lots of my time (3.073)' ranked first, followed by 'I spend more time on domestic works (2.717)' and 'My study plans get affected by my family (2.369)'.

Planning and Organizing

Table 5: Self-Planning Factors

#	Statement	Never	Rarely	Some times	Often	Always	K-S Value	Chi-Square	p value
1	Daily prepare the list of things to do	19 11.6%	39 23.8%	48 29.3%	37 22.6%	21 12.8%	1.966	18.805	.001
2	Use strategies to manage my time	10 6.1%	43 26.2%	64 39.0%	27 16.5%	20 12.2%	2.848	54.720	.000
3	In daily plan allotting some free time for relaxation	9 5.5%	9 5.5%	44 26.8%	45 27.4%	57 34.8%	2.566	60.756	.000
4	Plan and prioritize my tasks	0 0%	20 12.2%	52 31.7%	45 27.4%	47 28.7%	2.594	14.976	.002
5	Daily, I cross-check my completed tasks against my plan	18 11.0%	40 24.4%	48 29.3%	34 20.7%	24 14.6%	2.028	17.707	.001
6	Daily I follow-up with my checklist	37 22.6%	42 25.6%	48 29.3%	25 15.2%	12 7.3%	2.181	25.207	.000

Null Hypothesis 3 There is no relationship between Planning and Organizing and the choices of the respondents.

It can be observed from Table5, that the p-value is less than 0.05 i.e. null hypothesis3 gets rejected, which indicates that there is a relationship between Planning and Organizing and the choices of the respondents. Comparing the K-S values

obtained from Kolmogorov-Smirnov test, it is observed that 'Use strategies to manage my time' (2.848) is ranked first, followed by 'Plan and prioritize my tasks' (2.594) and 'In daily plan allotting some free time for relaxation' (2.566).

Hostel

Table 6: Hostel

#	Statement	Never	Rarely	Some times	Often	Always	K-S Value	Chi-Square	p value
1	Getting enough time to study/do projects in Hostel	4 2.4%	19 11.6%	18 11.0%	16 9.8%	8 4.9%	1.469	13.538	.009
2	Facing distractions while studying in hostel	7 4.3%	12 7.3%	27 16.5%	13 7.9%	6 3.7%	1.720	21.692	.000
3	While in hostel able to complete work in time	6 3.7%	9 5.5%	16 9.8%	26 15.9%	8 4.9%	1.979	20.615	.000
4	Hostel environment is suitable to study	10 6.1%	9 5.5%	19 11.6%	15 9.1%	12 7.3%	1.299	5.077	.269

Null Hypothesis4 There is no relationship between the hostel and the choices of the respondents.

It can be observed from Table 6, the p-value is less than 0.05 for all the factors except the fourth statement. So the table obtained after eliminating the fourth factor from Table No.6 can be considered as rejecting the Null hypothesis 4, which indicates that there is a relationship between Hostel and the choices of the respondents. Comparing the K-S values obtained from Kolmogorov-Smirnov test, it is observed from the choices of the responders that 'While in hostel able to complete work in time' (1.979) is ranked first, followed by 'Facing distractions while studying in the hostel' (1.720) and 'Getting enough time to study/do projects in Hostel' (1.469).

Transportation

Table 7: Transportation

#	Statement	Never	Rarely	Some times	Often	Always	K-S Value	Chi-Square	p value
1	Study time gets affected by travel time	34 20.7%	34 20.7%	52 31.7%	28 17.1%	16 9.8%	2.140	20.634	.000
2	Traveling from university to home/hostel takes lots of time	36 22.0%	37 22.6%	51 31.1%	25 15.2%	15 9.1%	2.050	22.463	.000
3	Unable to plan study time due to travel arrangements	35 21.3%	41 25.0%	42 25.6%	32 19.5%	14 8.5%	2.219	15.573	.004

Null Hypothesis5 There is no relationship between Transport and the choices of the respondents.

It can be observed from table.7, the p-value is less than 0.05, which means that the null hypothesis gets rejected, which indicates that there is a relationship between Transport and the choices of the respondents. Comparing the K-S values obtained from Kolmogorov-Smirnov test, it is observed from the choices of the responders that 'Unable to plan study time due to travel arrangements' (2.219) is ranked first, followed by 'Study time gets affected by travel time' (2.140) and 'Traveling from university to home/hostel takes lots of time' (2.050).

University-related factors

Table 8: University-related factors

Statement	Never	Rarely	Someti mes	Often	Always	K-S Value	Chi-Square	p value
The teacher changed the due dates of assessments	19 11.6%	53 32.3%	71 43.3%	20 12.2%	1 .6%	3.153	98.561	.000
The changes in the	21	42	55	30	16			

due date of assessment submission affected my plans	12.8%	25.6%	33.5%	18.3%	9.8%	2.219	30.695	.000
The events of the university affected my assessments dates	51 31.1%	38 23.2%	44 26.8%	21 12.8%	10 6.1%	2.362	34.841	.000
Assessment due dates are the same for all the courses or almost nearer	8 4.9%	27 16.5%	59 36.0%	39 23.8%	31 18.9%	2.535	41.976	.000
I have back to back exams	5 3.0%	14 8.5%	50 30.5%	53 32.3%	42 25.6%	2.517	58.378	.000
There are many assessments to do but the time is lesser	6 3.7%	30 18.3%	78 47.6%	29 17.7%	21 12.8%	3.401	89.110	.000
Lecture timings allotted by the university is suitable	15 9.1%	23 14.0%	57 34.8%	41 25.0%	28 17.1%	2.277	33.195	.000

Null Hypothesis 6 There is no relationship between the university-related factors and the choices of the respondents.

From table No.8, it is observed that the p-value is less than 0.05 which means that the null hypothesis gets rejected which indicates that there is a relationship between the University related factors and the choices of the respondents. Comparing the K-S values obtained from Kolmogorov-Smirnov test, it is observed that 'There are many assessments to do but the time is lesser' (3.401) is ranked first, followed by 'Teacher changed the due dates of assessments' (3.153) and 'Assessment due dates are same for all the courses or almost nearer' (2.535).

Regression Analysis

Table 9 (a), (b), (c) & (d): Regression Analysis

Variables Entered/Removed

Model	Variables Entered	Variables Removed	Method
1	Personal Interest Factors, Social Factors, Self-Planning Factors, Hostel, Transport, University-related Factors	-	Enter

a. Dependent Variable: Academic Performance

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.227[a]	.051	-.047	.578

[a] Predictors: Constant, Personal Interest Factors, Social Factors, Self-Planning factors, Hostel, Transport, University-related Factors

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.053	6	.176	.525	.787[b]
	Residual	19.408	58	.335		
	Total	20.462	64			

[a] Dependent Variable: Academic Performance
[b] Predictors: (Constant), Personal Interest Factors, Social factors, Self-Planning factors, Hostel, Transportation, University-related Factors

Coefficients

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	2.865	.714		4.012	.000
Personal Interest Factors	-.002	.027	-.013	-.086	.932
Social Factors	-.011	.028	-.053	-.391	.697
Self-Planning Factors	-.004	.020	-.033	-.210	.834
Hostel	.039	.034	.156	1.146	.257
Transportation	-.028	.025	-.147	-1.096	.277
University-related factors	.004	.020	.026	.190	.850

[a] Dependent Variable: Academic Performance

It can be seen from the F-table, that the p-value is .787, which is greater than 0.05, which clearly denotes that none of the variables (Personal interest factors, Social factors, Self-Planning factors, Hostel, Transport, and University-related factors) have any impact on the students' academic performance. i.e. there is no linear relationship between the variables – personal interest, social, Self-planning, Hostel, Transport and University-related factors and the Academic performance. In other words, the claimed hypothesis was disproved.

DISCUSSION

It was observed that most of the students living in their homes (63.4 %) complained that they have a time management problem.

Among the Personal interest factors, it was reported that they found it difficult to follow their own plans was the primary issue. However, they admitted that they take the responsibility for their own time and they try to avoid distractions.

Among the Social factors, the phone calls from family and friends take lots of their valuable time were their primary concern. They also confirmed that they spend more time on domestic works and their family affects their study plans. Among the Self-planning factors, they wished they use strategies to manage their time and they would like to plan and prioritize their tasks. Indeed, it was reported that amidst their daily schedule, they try to allot some free time for relaxation as well.

Among the Hostel related factors, they reported that they were able to complete their work in time while they were in the hostel, as they were having no distractions. They confirmed that they were getting enough time to study and do projects during their stay in the hostel.

Among the Transport related factors, they reported that they were unable to plan time for their studies due to travel arrangements and they feel wasting lots of time traveling from university to home/hostel and vice versa.

As far as the University related factors, they felt that most of their assessments were not given enough time and the due dates of assessments were changed by the teachers quite often and assessment due dates of most of the subjects were either clashes or almost nearer.

Further, it can be clearly seen that none of the factors –Personal Interest factors, Social factors, Self-Planning factors, Hostel related factors, Transport related factors and the University-related factors had any impact on the students' academic performance, which clearly indicates that the time management is independent of the above-claimed factors.

CONCLUSION

From the above discussions, it can be concluded that none of the claimed factors related to time management influence the academic performance of the students i.e. academic performance has nothing to do with the claimed time management factors. In other words, the students' performance is purely based on their efforts and on their own self-management. However, it cannot be agreed that the wastage of time on various things will not hinder their studies. Thus, it becomes the responsibility of the students to manage their time, for which they should make their own plans.

SUGGESTIONS

Thus, the following suggestions are made:

1. Though the students get lots of time during their stay in the hostel, they should try to avoid distractions, keeping in mind the purpose of their stay, they need to focus on their studies to improve their academic performances.

2. It is quite natural that the students are carried away by the domestic work during their stay at home, parents should take the utmost care that they should not be deprived of the time for their study.

3. Parents should make necessary arrangements to reduce the travel time of the students so that the same can be properly utilized.

4. Besides all, the students should have their own self-control and self-commitment to manage and plan time on their own for study purposes and parental monitoring and guidance will motivate them to improve their academic performances.

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