Research Article   **Open Access**

A Study on Relationship Between Time Management and Academic Performance

Metta Siresha* and Swetha Kodali

Department of Resource Management and Consumer Science. College of Community Science, PJTSAU, Hyderabad India.

ABSTRACT

The present study examines the association between students' time management strategies and their academic achievement, focusing on the roles of socioeconomic status, gender, location, and education. A sample of seventy students, the research explores goal setting, task prioritization, planner use, and distraction management. Correlation and regression analyses were used to understand the impact of demographic characteristics on time management and academic performance. The study's challenges include a gender imbalance in study time, affecting the findings' generalizability. Results indicate that 47.1% of students prioritize tasks, 35.7% set goals and deadlines, and 31.4% use planners. Gender significantly influences handling distractions (r = -0.411, p < 0.01) and study techniques (r = -0.429, p < 0.01), with female students showing better practices. Socioeconomic status negatively correlates with handling distractions (r = -0.337, p < 0.01), and education level positively correlates with study techniques (r = 0.233, p < 0.05). Regression analysis identifies gender (β = -0.434, p < 0.01) and education (β = 0.220, p < 0.05) as significant predictors of effective study techniques. Additionally, 75.7% of students are averagely satisfied with their time management, and 21.4% are very satisfied.

Keywords: Time Management, Academic Performance, Prioritizing Tasks, Goal Setting, Stress, Handling distractions, Time management Practices, Study techniques.

Introduction

Time management is essential for students to succeed in the fast-paced of today's academic environment [1]. Effective time management can have a significant impact on an individual's overall performance and accomplishments. Furthermore, the flexibility and independence of a learning environment setting might cause students who lack time management skills to fail.

Higher academic performance was found to be correlated with better time management abilities in a study of nursing students [5]. Time management and academic achievement were found to positively correlate in another study conducted on college students during a pandemic [7]. Research carried out on high school students enrolled in an open high school program found a strong positive correlation between academic achievement and time management abilities [2].

According to [2] implementing time management techniques can lead to improved efficiency, problem-solving, and academic persistence among students. Furthermore, integrating time management practices in educational institutions can optimize planning processes, enhance productivity, and facilitate goal achievement [8]. The study also highlights the importance of effective time management is a critical factor that can determine the difference between academic struggle and success for students across various demographics and educational levels. Therefore, it can be concluded that effective time management practices are positively associated with better academic performance.

By addressing the specific needs of different students, can enhance academic outcomes and contribute to the overall success of the educational system. This study focused on how different characteristics including gender, education level, location, and socioeconomic status influence, The present study was conducted with an aim to investigate and assess the relationship between time management practices and academic performance among students and to identify the most common time management strategies used by students.

Materials and Methods

An exploratory study was carried out for the study. Purposive random sampling technique was adopted for the study. College going students from Hyderabad, Telangana and Andhra Pradesh were selected for the study. The study utilized a quantitative approach, employing structured questionnaires to collect data from a sample of 70 students through google forms. Self-designed questionnaire was used to collect the data. Descriptive statistics, correlation and regression analysis was to analyse the data.

Results And Discussion

The results of the present investigation are as follows with the particulars of the general respondents

1.1. Gender, Age and Location Distribution

The study's sample primarily comprises female students, making up the majority at 92.9%, with male students representing a smaller percentage at 7.1%. This significant gender imbalance could influence the generalizability of the study's findings. Age distribution reveals that a significant portion of participants are in the 19-20 years age group,

Corresponding Author: **Metta Siresha*

constituting 37.1% of the sample, followed by those aged 21-30 years at 28.5%. Regarding study habits, there is notable variability in the time spent on studies per week among students: 22.9% allocate 10-15 hours, 21.4% dedicate 2-5 hours, and 20.0% invest more than 15 hours weekly. variability in study hours indicates different levels of commitment and potentially differing impacts on academic performance and time management satisfaction.
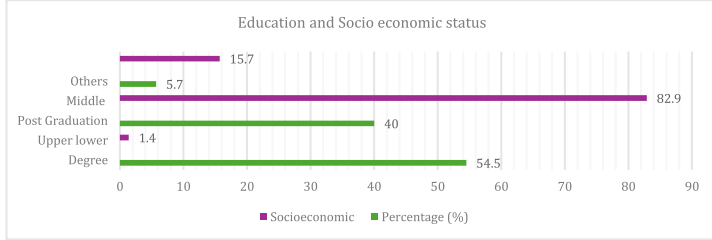
1.2. Education Level and Socio-Economic Status

Figure 1. Distribution table of Education level and Socio-Economic status

Most participants are pursuing a degree (54.3%), with a significant portion engaged in postgraduate studies (40.0%). This suggests that the sample includes a diverse range of academic experiences, which can provide insights into the varying impacts of educational level on time management and academic performance. Majority of the participants belong to the middle socioeconomic class (82.9%), with a smaller representation from the upper middle class (15.7%) and upper lower class (1.4%). This distribution highlights the socioeconomic diversity within the sample, which may affect students' access to resources and time management strategies.

1.2. Time Spent on Studies Per Week

Figure 2. Time Spent on Studies Per Week

The distribution of hours spent per week varies among the respondents. The most common category is 10-15 hours, with 22.9% of respondents falling into this category. The least common categories are those spending less than 2 hours and more than 15 hours per week, both at 15.7%.

Effective Management of Time

Table 1. Distribution of Effective Management of Time by Students

Variable	Gender	Education	Location	Socioeconomic Status	Satisfaction of Time Utilization
Gender	1	-0.039	0.225	-0.337**	-0.130
Education	-0.039	1	0.115	-0.043	-0.087
Location	0.225	0.115	1	0.164	-0.067
Socioeconomic Status	-0.337**	-0.043	0.164	1	0.168
Effective management of Time Utilization	-0.130	-0.087	-0.067	0.168	1

Majority of students (75.7%) reported an average level of satisfaction with their time management, indicating room for improvement. Only a small fraction (21.4%) was very satisfied, suggesting that effective time management practices are not widespread among the students. Gender and socioeconomic status are significantly correlated (r = -0.337, p < 0.01), indicating that these variables influence each other.

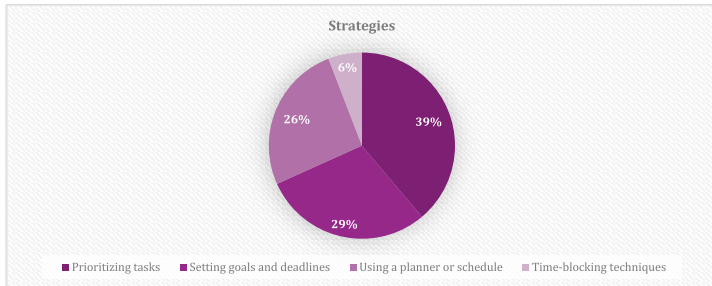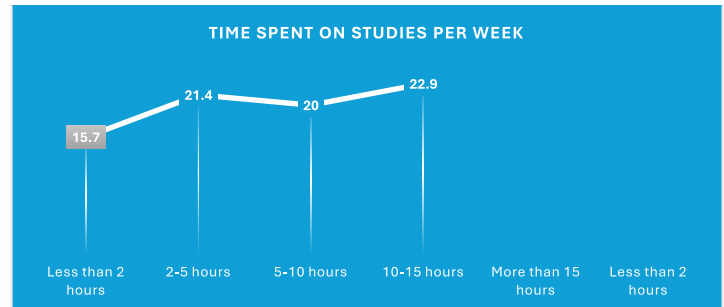### 1.5. Strategies Followed by the students for Time Management

Figure 3. Distribution of Strategies Used for Time Management

The most common time management strategy among students is prioritizing tasks (47.1%), followed by setting goals and deadlines (35.7%). This highlights the importance students place on organizing and prioritizing their tasks to manage their time effectively. Gender is a significant predictor of handling distractions (β = -0.375, p < 0.01), suggesting that male students are less effective at handling distractions compared to female students.

1.6. Study Techniques

Table 2: Distribution of Study Techniques

Variable	Gender	Education	Location	Socioeconomic Status	Study Techniques
Gender	1	-0.039	0.225	-0.337**	-0.130
Education	-0.039	1	0.115	-0.043	-0.087
Socioeconomic Status	-0.337**	-0.043	0.164	1	0.168
Study Techniques	-0.130	-0.087	-0.067	0.168	1

Most students have a positive view of their study techniques, with 40% reporting somewhat positive and 22.9% reporting strongly positive experiences. Only a small fraction views their techniques negatively, indicating overall satisfaction with their methods.

1.7. Handling Distractions

Table 3. Regression Analysis for Handling Distractions

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	153.121	4	38.280	3.516	0.012
Residual	707.679	65	10.887		
Total	860.800	69			

Gender is a significant predictor of handling distractions (β = -0.375, p < 0.01), suggesting that male students are less effective at handling distractions compared to female students. The findings did not show significant correlations between other pairs of variables.

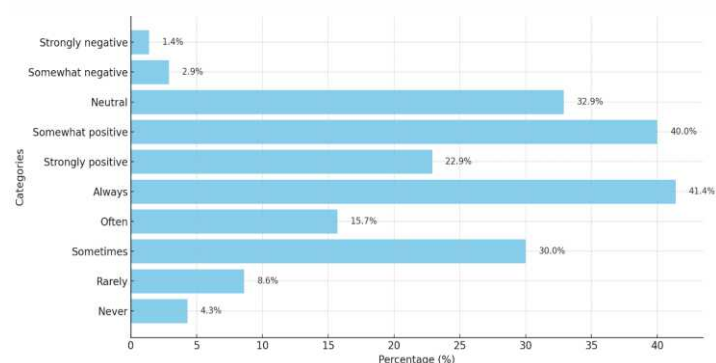### 1.8. Setting of Deadlines and Time management Practices

Figure. 4. Distribution of respondents Setting of Deadlines

From the table, the most common practice is "Always" setting deadlines for exams, with 41.4% of respondents. This is followed by "Sometimes" at 30%, "Often" at 15.7%, "Rarely" at 8.6%, and "Never" at 4.3%. Gender and Socioeconomic Status there is a significant negative correlation between gender and socioeconomic status (r = -0.337, p = 0.004), indicating that these two variables are inversely related. No significant correlations were found between setting deadlines for exams and other variables like gender, education, location, or socioeconomic status. Most respondents have a positive perception of their time management practices, with 62.9% reporting either "strongly positive" or "somewhat positive."

A significant portion remains neutral (32.9%), while only a small minority reports negative practices.
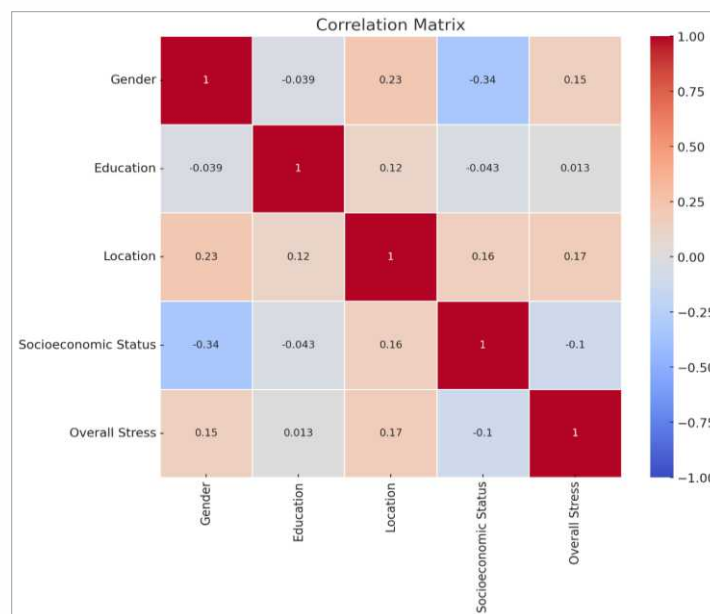
1.9. Overall stress

Figure. 4. Corelation Analysis of Overall Stress

There is a weak positive correlation (0.153) between gender and overall stress, but it is not statistically significant (p = 0.206). Correlation between education, location, socioeconomic status and overall stress is very weak (0.013) and not statistically significant (p = 0.918).

1.10. Motivation

Table 4. Regression Analysis for motivation

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.882	4	1.970	.907	.465a
	Residual	141.204	65	2.172		
	Total	149.086	69			

Gender shows a significant negative correlation with study techniques (r = -0.429, p < 0.01), suggesting that female students tend to employ more effective study techniques. Education level also shows a positive correlation (r = 0.233, p < 0.05), indicating that higher education levels are associated with better study techniques.

1.11. Participation in Extra-Curricular activities

Table.5. Distribution of Respondents of Participation in Extra-Curricular activities

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.634	4	.158	.181	.947a
	Residual	56.738	65	.873		
	Total	57.371	69			

The analysis indicates weak and non-significant correlations between participation in extracurricular activities and the demographic variables (gender, education, location, socioeconomic status).
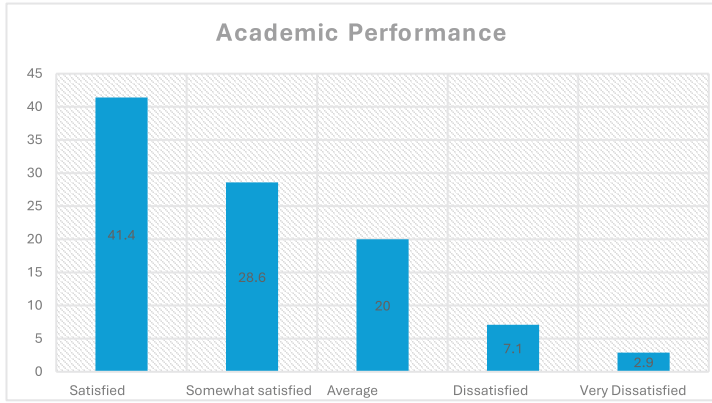
1.12. Academic Performance

Figure 5. Distribution of Respondents Academic Performance

The study reveals varying levels of satisfaction among students regarding their academic performance. A significant portion of respondents, comprising 41.4% (29 students), reported being satisfied with their academic achievements. Additionally, 28.6% (20 students) indicated feeling somewhat satisfied, while 20% (14 students) considered their performance average. A smaller proportion expressed dissatisfaction: 7.1% (5 students) were dissatisfied, and 2.9% (2 students) reported being very dissatisfied. Positive perception of academic achievements among most students, with satisfaction levels distributed across different degrees of contentment with their academic performance.
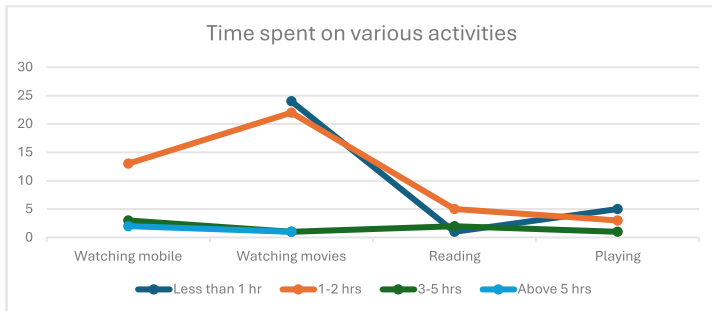
1.13. Time Spent in various activities

Figure 6. Distribution of respondents Spending of time in various activities

The data reveals interesting patterns in allocation of time across various activities. Watching movies appears to be the most common leisure activity, with a significant number of respondents spending 1-2 hours on this pastime. Watching mobile content follows closely, with a notable portion of respondents engaging for less than an hour. Reading and playing activities are less prevalent, with a small but consistent number of individuals dedicating time to these pursuits. Spiritual works and household chores also receive attention, albeit to a lesser extent. Overall, the findings highlight a mix of screen-based entertainment, productive tasks, and personal interests in how people choose to spend their time.

Conclusion

The research highlights the complexity of time management and its significant impact on academic achievement. Factors like location, socioeconomic status, gender, and education level influence time management practices. Enhancing academic performance requires efficient techniques like time-blocking, goal setting, planner use, and task prioritization. Interventions and support programs aimed at improving students' time management skills and academic outcomes can benefit from understanding these dynamics.

Effective time management generally leads to better academic outcomes, with gender differences indicating female students often manage time better. Additionally, working and mature students tend to have superior time management skills, benefiting their academic performance. Positive correlations exist between study hours, setting deadlines, planning study time, active study techniques, satisfaction with performance and time management, indicating these factors collectively contribute to academic success. Stress levels negatively correlate with academic performance (-0.30). However, a holistic approach to student development is necessary, as time management alone is not the sole determinant of academic success.

Future Scope of the Study

Future research could focus on longitudinal studies to track time management strategies evolve over time and their impact on academic performance. Exploring the influence of digital tools on time management practices could provide insights for enhancing student productivity in the digital age.

Conflict of Interest

The authors declare no conflict of interest.

References

1. Acan, Therese & Shahani, Comila & Dipboye, Robert & Phillips, Amanda. (1990). College Students' Time Management: Correlations With Academic Performance and Stress. *Journal of Educational Psychology*. 82. 760-768. 10.1037//0022-0663.82.4.760.

2. Achamma, Varghese., Nirmala, Devi, Rajesh. (2023). Impact of time management program on stress and coping strategies adopted by nursing students with regard to academic performance. IP *Journal of Paediatrics and Nursing Science*, 6(1):48-56. doi: 10.18231/j.ijpns.2023.007

3. Agnes, Au., Nerina, Caltabiano. (2023). The impact of sense of belonging, resilience, time management skills and academic performance on psychological well-being among university students. *Cogent Education*, 10 doi: 10.1080/2331186X.2023.2215594

4. Britton, B. K., & Tesser, A. (1991). Effects of time-management practices on college grades. *Journal of Educational Psychology*, 83(3): 405–410. https://doi.org/10.1037/0022-0663.83.3.405

5. Dalli, Mehmet, 2014. The university students' time management skills interms of their academic life satisfaction and academic achievement levels. *In Educational Research and reviews*. Vol. 9(20), pp.1090-10963.

6. Diener, E., Emmons, R. A., Larsen, R. J., & Griffin, S., (1985). The Satisfaction with Life Scale. *Journal of Personality Assessment*, 49, 71-75.4. Neill, J. T., 2016. The University Student Satisfaction and Time Management Questionnaire, Available at: https://en.wikiversity.org/wiki/Survey_research_and_design_in_psychology/Assessment/Survey/TUSSTMQ95.

7. Lorryjean, A., Mariano., Nashra, S., Madel., Aldwin, Tampos, Miranda. (2022). The Relationship between Time Management Skills and Academic Performance of Working Students in Open High School Program. *Asian journal of education and social studies*, 61-66. doi: 10.9734/ajess/2022/v36i2776

8. Michael, Art, Napoles., Altubar,, Jepril, Ann, B.., Anding,, Hannah, Kris, T. (2023). The Role of Time Management to the Academic Performance of the College Students During Pandemic. *The International Journal of Social Sciences and Humanities Invention*, 10(02):7731-7741. doi: 10.18535/ijsshi/v10i02.05

9. Richard TB and Ayim Aboagye D (2023). Time Management: An Effective Tool for the Survival of a Business Organization. *J Qual Healthcare Eco* 2023, 6(2): 000326.

10. Richiţeanu-Năstase, Elena-Ramona & Stăiculescu and Camelia (2015). The Impact of Career Factors on Students Professional Insertion. What Measures to be Taken by the University? *Procedia - Social and Behavioral Sciences*.180: 1102-1108, Available at: https://doi.org/10.1016/j.sbspr o.2015.02.2166.

11. Richiţeanu-Năstase, Elena-Ramona & Stăiculescu, Camelia & Lacatus, Maria. (2018). Time Management Skills. Academic Achievements and Life Satisfaction. A Case Study at Bucharest University of Economic Studies. *Review of International Comparative Management*. 19. 10.24818/RMCI.2018.2.102.

12. Stoilov and Todor, (2012). Time Management, - Croaţia: InTech, Available at: idl.isead.edu.es:8080/jspui/ bitstream/10954/1767/1/9789535103356.pdf7.

13. Trueman, Mark; Hartley and James (1995). Measuring time-management skills: cross-cultural observation on Britton and Tesser's time management scale. ERIC, Available at: http://files.eric.ed.gov/fulltext/ED417667 .pdf.