Factors Affecting Time Management Practices: The Case of Undergraduate Students in Management Program at St. Mary's University

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Abstract

The purpose of this research was to assess the factors that affect time management practices of the undergraduate students in management program at St. Mary's University. Methodologically, descriptive and exploratory research deigns and mixed research approach were employed. Undergraduate management 150 students and 15 teachers were selected through simple random sampling and purposive sampling methods, respectively. Questionnaires, interviews, observations and document analysis data collection instruments were employed in the study. The scope of the study was limited to factors affecting time management practices of the sample population, such as transportation; family; university related issues and social media. The data was analyzed using textual and observation as well as descriptive statistics, correlation and linear regressions employing Statistical Package for Social Sciences (version 20 software). The correlation analysis of the research findings showed that factors of transportation, university related issues and social media addiction have strong positive relationship with students' time management practices, while family factor was found to have negative relationship. The R square and the ANOVA model showed a significant result. Accordingly, three factors (transport, university related issues, and social media addiction) except the family factor were accepted. Findings of the study recommended that continuous trainings should be given so that university students can manage their time efficiently, and government policies should facilitate transportation for students.

Key words: Time management practices, transportation, family, *s*ocial media addiction, university related issues

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Introduction

Time management is important for everyone, especially for students who engage in intensive studies. Everyone has the same time, but most people do not make the most of it. Time cannot be purchased, changed, or stored. Individuals can easily succeed in life if they manage their time effectively and recognize the importance of efficient planning (Al Khatib, 2014).

Time management is a key element of success at all levels of life. Therefore, the concept time management is a very useful topic as it is strongly associated with the management of tasks. Although it is important, it is not an easy task to manage time individually, and the need for specific qualifications along with many personal skills is then a must.

Gerald (2002) has defined time management as the art of arranging, organizing, scheduling and budgeting one's time for the purpose of generating more effectiveness in both work and productivity. It is also recognized as a set of principles, practices, skills, tools, and systems to work with to achieve and improve quality of life (Argarwal, 2008; Kelly, 2004). Time awareness makes it essential to plan before doing things and prioritize many tasks on a daily basis. Time management involves allocating the appropriate amount of time to each performed activity in order to effectively manage and perform the task within a predetermined time. Prioritizing the work to be done comes from how individuals use their time effectively and manage the urgency of their needs and the time spent on each task in a way that maximizes time.

The researcher believes that effectivetime management skills help students work toward their goals and avoid unnecessary activities that distract them. Time control is important for college students to set dreams which might be

realistic. According to Gupta *et al.* (2012), time management is a successful skill that benefits students. Students who have more control over their assignments will be satisfied. Kaushar (2013) argued that with proper time management, students would behave accordingly. As to Covey (2013), highly competent students have planning, better decision making, managing their lives, and effective time management skills. Such students are responsible for their learning and proactive in determining the direction of their lives through personal choices and initiatives.

Without developing effective habits, such as motivation, cognition, and self-regulation, students are likely to perform poorly and find it difficult to improve future performances. There are different internal and external factors that affect the time management of university students. These include:

Transportation

Transportation is one of the key contributing factors to students' effective time management. In this regard, Tabaro (2013) explains that, in the city of *Kigali* (Rwanda), students are competing with adults to catch a bus during rush hours. As students attempt to get into the bus, they are pushed and pulled back, hence remain behind. There is no proper delivery of transport service for students to get to schools and back home. As a result, students are forced to walk long distance to and from schools because of transportation cost and poor accessibility of public transport. School location affects school attendance much since it minimizes transport problems.

 According to Zartler (2010), students from distance take two to three hours to get home in the evening due to traffic shortage. Students who are late for school or do not attend school on a regular basis not only give up their chances of being educated, but are also late, absent, or angry, impairing other students'

learning opportunities. With regard to attending school, knowledge of the factors that influence attending school are limited.

Family

The time spent managing unplanned family problems is a factor that disrupts students' learning time (Zartler, 2010). Family workload may highly impact students' academic achievement. Students spend a lot of their time on their family tasks as part of their daily lives. Studies revealed that among the various age groups of students, university students are among the most affected by unplanned or unorganized family workload (Azizi *et al*., 2019).

University-Related Issues

Institutions need to design courses to ensure student involvement and effective time management (Goodson *et al*., 2016). Students are faced with challenges such as academic stress and interpersonal relationships on a daily basis. So, they are invited to participate in focus group sessions for proper time management and coping strategies (Lin *et al*., 2015). Inefficient time management without proper guidance and advice can lead to poor academic performance of students (Britton and Tesser, 1991; Hensley, Wolters *et al*., 2017; Indreica, *et al*., 2011). Students can make positive and high progress only if the institution implements an organized time-controlled lesson plan (Herrera Agudelo, 2016). A university administration needs to develop a coherent strategy to make students' perceptions of the meaning and use of time fruitfully (Alghaswyneh and Basri, 2015). Teachers need to be careful to improve time management because it affects students' academic performance (Kader & Eissa, 2016). Students who received the study materials long before the lecture were able to organize their time and prepare

for study, thereby achieving higher academic performance (Erdemir and Tomar, 2019).

McWhorter (1988) advocates the importance of writing all assignment deadlines and exam dates on a calendar; referring often to a calendar with these important dates, he points out, will help students keep focused on their goals in order to achieve these goals successfully. Although 85.4% of the survey participants used some kind of calendar to keep track of assignment deadlines and exam dates, the survey results also indicated that only 48.8% of participants marked those important dates on their own physical or digital calendars.

Social Media Addiction

Alwagait *et al*. (2015) argued that technology has positive and negative impacts on students' lives and their grades. Social media, social network and TV are distractions to students and consume their time of study. Most students find it difficult to have enough study time (Hanson *et al.*, 2011).

According to Alwagait *et al.* (2015), Facebook is the most frequently used social media by students. Time is spent chatting with friends and networking, not studying. Tayseer and Alcheikh (2014) discussed the effect of the utilization of social networks, Facebook and Twitter, on the academic and social aspects of students' engagement. The findings revealed a correlation between the grade point averages (GPAs) of the students and their use of social networks. One noteworthy finding was that numerous respondents do not utilize social sites to search for university-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. Social

media also has an impact on student mental health- their emotional, psychological, and social well-being.

According to Tsitsia *et al*. (2021), the existence of time management strategies to check the students' time consciousness is of low rate in colleges. In a study conducted in a college of education, five construct items on the existence of time management strategies were given: periodic sensitization workshops for students on effective time management practices are organized, students' time consciousness is checked through the use of effective time management checklist periodically, there is a robust time management policy in the institution, time management procedures and strategies are well communicated to students, and students are motivated on effective time management practices periodically. The results show that majority of the students with approximately 60.5% disagreed to all five construct items on the existence of time management strategies in the Colleges of Education. They disagreed to the statements with the frequencies of 73.8%, 64.3%, 56.3%, 55.7% and 52.4%, respectively.

Hence, this study aims to measure variables that affect time management practices which are transportation, family, university related issues and social media addiction at St. Mary's University.

Conceptual Framework

In this study, students' time management practices were considered as independent variable. The four variables indicated below are regarded as indicators of the main independent variable, whereas time management practice is regarded as the main dependent variables as indicated in the diagram below.
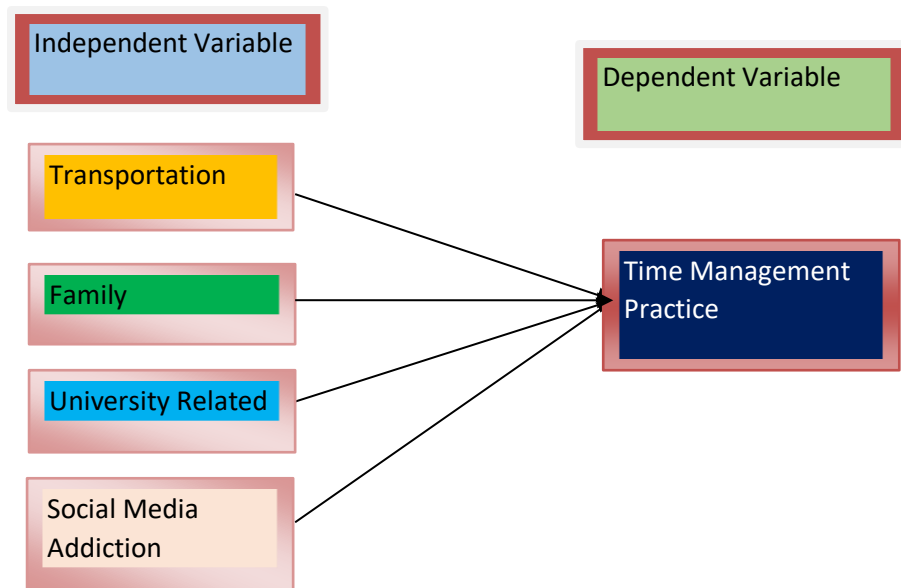
Own Researcher Model (2021)
Figure 1. Conceptual Framework

Research Methodology

Research Design

Research design is the framework of research methods and techniques chosen by a researcher. The design allows researchers to hone in on research methods that are suitable for the subject matter and set up their studies for success. The underlying objective of this research is to examine factors affecting time management practices. To achieve this objective, the use of appropriate methodology that helps to approach the research scientifically is given paramount emphasis. This study employs a combination of descriptive and explanatory research designs.

Descriptive research is designed to obtain data that describe the characteristics of the topic of interest in the research (Hair *et al*., 2011).

Hence, descriptive research design has been used to describe or portray the reality of the situations which enables to express level of time management practices. Moreover, an explanatory research design was used to achieve the objectives of the study because explanatory research helps to connect ideas, to understand cause and effect, the meaning researchers want to explain, and what is going on.

Research Approach

The researcher employed a mixed research approach comprising quantitative and qualitative research. This study collected and analyzed numerical data, concentrated on measuring the scale, range, frequency, etc. of phenomena. The study was detailed and structured, and results were easily collected and presented statistically. On the other hand, this study carefully used interpretation of participants' views in terms of qualitative data collected from the study participants.

Population of the Study

The target populations of the study included 240 students, batch of 2018 Management students, and 15 undergraduate regular program of Management teachers who have minimum experience of five years. Accordingly, male and female students as well as teachers were used for the study.

Sampling Methods

This research used probability sampling method of simple random sampling for quantitative data, and non-probability sampling method of purposive sampling qualitative data for respondent's selection from the entire population. In order to collect data from the target population, the researcher first developed data collection instrument and undertook pilot testing,

involving 38 students and 3 teachers from among the target population. After the validity and reliability of the research instruments were tested through pilot testing, questionnaires were modified based on the feedbacks. Finally, data were collected from the participants of the study.

Sample Size

The researcher chose Yemane (1967) formula to calculate the sample size.

$$n = \frac{240}{1 + 240(0.05)^2}$$ $\cong 150$ sample from Management Students

N= Total population of students

N= 240

e=5%

Therefore, out of 240 target population, 150 management regular students were selected for the survey.

Data Collection Tools

Both primary and secondary data were used in the study. Primary datawere collected through questionnaires using Likert scale, observation, and interviews with undergraduate management program teachers in St. Mary's University. Secondary datawere collected from websites, published journals, articles and books.

Data Analysis and Interpretation

The researcher used SPSS version 20 for the analysis of data analysis. As the study focuses on the effect of the independent variables on the dependent variable, different statistical analyses that could show the effect between the two were used. Data was analyzed quantitatively by statistical techniques i.e. descriptive and inferential statistics. Descriptive statistics like tables, frequency, percentage, mean, standard division, andinferential statistics like correlations and regression were employed. To test the research's validity, the researcher used pilot testing. Pilot testing promotes efficiency in testing and verifying the survey questionnaire before executing a large-scale survey. It was conducted to check if the questionnaire is clear, easy to understand and straightforward to ensure that the respondents could answer the questions with no difficulty. Based on the feedback from the pilot survey study, necessary changes were carefully made on the questionnaire.

Internal consistency was assessed through calculating Cronbach's alpha which is commonly used to measure scale reliability. Thus, the reliability of each item is in the acceptable range. According to the Cronbach's alpha coefficients for each item test, the dependent variable is good and the independent variables are excellent and acceptable, and the rest two of independent variables are at the good range. To describe the variables in detail, the dependent variable, time management practice, is good. The remaining five independent variables: transportation is excellent; social/family is acceptable; university related and social media addiction are at good range.

Results and Dicussion

Data Presentation, Analysis and Interpretation

In this study, a total of 136 questionnaires (90.77%) were correctly filled and used for the analysis. With regard to the background information collected from respondents, 52.9% were female and the remaining 47.1% were male.

Table 1. Rating Summary of Variables

Variables	Mean	Median	Standard Division
Time management practices	2.43	2.11	0.94
Transportation	4.27	4.66	0.95
Family	3.00	3.00	0.79
University related issues	3.29	4.00	1.09
Social media addiction	3.93	2.75	0.66

Source: Own Survey data, 2021

The above table shows that 'transportation' has the highest mean score of 4.27 from the four indicators. Following it, 'social media addiction' ranked the second affecting factor with a mean score of 3.93. This implies that a good majority of respondents agreed that social media addiction significantly influenced time management practices of undergraduate Management students at St. Mary's University. The mean score for 'university related' and 'family' factors were 3.29 and 3.00, respectively. This shows that respondents on the average agreed to these indicators. The last variable, 'time management practice', shows that most of the respondents disagreed to the aggregate mean score of 2.43.

Correlation Analysis

Pearson Correlation Analysis

The Pearson product moment correlation coefficient (commonly called Pearson Correlation Coefficient) measures the strength and direction of relationship between variables. According to Field (2005), a coefficient(r) of +1 indicates a perfect positive relationship while -1 indicates a negative relationship. Breaking down the strength of the relationship, values of $r = \pm 0.1$ to ± 0.29 represent a weak relationship while $r = \pm 0.3$ to ± 0.49 represent a medium relationship while $r = \pm 0.5$ to ± 1.0 indicate a strong relationship

Table 2. Range of Correlation Coefficient

		Time management practices	Transportation	Family	University related issues	Social media addiction
Time management Practices	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	136				
Transportation	Pearson Correlation	**-.357**[**]	1			
	Sig. (2-tailed)	.000				
	N	136	136			
Family	Pearson Correlation	**.492**[**]	-.462[**]	1		
	Sig. (2-tailed)	.000	.000			
	N	136	136	136		
Social Media addicted	Pearson Correlation	**.755**[**]	-.254[**]	.561[**]	-.065	1

		Time management practices	Transportation	Family	University related issues	Social media addiction
	Sig. (2-tailed)	.000	.003	.000		
	N	136	136	136		
University related issues	Pearson Correlation	**-.237**[**]	.115	-.304[**]	1	
	Sig. (2-tailed)	.005	.182	.000		
	N	136	136	136	136	136
**. Correlation is significant at the 0.01 level (2-tailed).						
Source; Own data, 2021						

From the above table, it is seen that items have positive and negative statistically significant relationship with time management practices, although the strength of their relationship varies across the different identified variables.

The Pearson correlation time management practices and transportation were about -0.34 in which the correlation is negative, indicating that students who travel longer to school may have poorer time management practices and as such may face problem of the influence of traffic or transport disadvantage on the time management practices of certain students.

 The Pearson correlation time management and family were about 0.492 indicating that there is a moderate positive relationship between the variables. The Pearson correlation time management and social media addiction is about 0.76, indicating that there is a perfect positive correlation relationship between the variables. This shows that social media addiction has a highly significant relation and positive correlation with time management practices

with 0.76 R-value. The Pearson correlation between time management and university related factors is about -0.24, representing weak and negative correlation between them.

Generally, the correlation result indicates that the four independent variables: transportation, family, university related issues and social media addiction have a positive and negative relationship with the dependent variable (time management practices) with different degree from strong to weak correlation at 0.01 p-value 2-tailed, by scoring a Pearson Correlation Coefficient value of -0.34**, 0.49**, 0.76**, and -0.24**, respectively.

From regression analysis of the four independent variables, beta, the coefficients for each of the independent variables is presented as transportation, family, university related issues and social media addiction. The coefficient for transportation, university related issues and social media addiction is positive and the coefficient for family is negative. Regarding the degree, all except family, better explains their role at 6.4% of significance level. As also resulted in the coefficient analysis, family factor variable of the model cannot positively and significantly explain the dependent variable because the significance level went beyond half (0.47). All other variables have statistically significant role in explaining the dependent variable, time management practices.

Assumptions of Multiple Linear Regressions

Five major assumptions for multiple linear regressions were tested. Test result including multi-co-linearity, independence of residuals linearity, Homoscedasticity and normality test are found below. They show that multicollinearity, independence of residuals, linearity, homoscedasticity and normality test were met the assumptions of multiple linear regression analysis.

4.4 Multiple Regression Analysis

Multiple regression analyses were conducted to measure the impacts between the independent variables and the dependent variable.

Table 4 Model Summary Result of Time management Practice

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.794[a]	.630	.619	.58006

a. Predictors: (Constant), Transportation, Family, University related, Social Media addiction

The table above presents the coefficient of determination (R-squared) indicates the proportionate amount of variation in the response variable (students time management practice) explained by the independent variables (transportation, family, university related and social media addiction) in the linear regression model. The larger the R-squared is, the more variability is explained by the linear regression model. As shown in the table above, R-square value is 63.0% which means that time management practice was explained by the independent variables. In this study, linear regression was students to establish a set of independent variables which were transportation, family, university related and social media addiction. It explains a proportion of the variance in a dependent variable of students' time management practices at a significant level.The remaining 37% of variability could be explained by other variables that are not included in this study.

In general, the findings of the research confirmed the existence of significant factors affecting time management practices of undergraduate students in

management program at St. Mary's University. This research proved that variables such as transportation, university related issues and social media addiction influence the students' time management practices within the University. The dependent variable (time management practices) is better explained by the above three factors as it can be seen from the regression analysis result. However, contrary to theories and previous study results, the test for family factor on time management practices comes out as insignificant.

Conclusions and Recommendations

Conclusions

The Pearson's correlation results have a positive and negative statistically significant relationship between time management practices (transportation, university related issues, social media addiction) and time management practices, while the relation between family and time management practices was found weak and insignificant.

Firstly, social media addiction has the highest significant and positive effect on time management practices with an R-value of (1.037) and (0.000) significance. Secondly, the second variable which has a significant and positive effect on time management practices was found to be transportation with an R value of (0.173) and (0.004) significance. Thirdly, the last variable with a positive and significant effect on time management practices is university related issues. Value and significance level for university related was found to be (0.160) and (0.001), respectively.

According to the teachers' interview results, challenges students face toward time management practices were given lower attention than the time

perspective, higher level of anxiety or depression, social media addiction / using social media chat with friends.

In order to improve students' time management practices, the university should provide continuous training and workshop in relation to time management for its students. Students should focus on their studying instead of spending their time in social media. This does not mean that using social media is bad but students are more addicted in social media (telephone conversion and Facebook chatting etc.) rather than studying with each other and sharing unique knowledgeable idea on their studies.

Generally, the study highlighted that students who are unable to manage time well are at risk of succeeding in their academic achievements. So, time management is one of the key terms for students.

Recommendations

Based on the findings and conclusions of the study, the researchersforwards the following recommendations:

- The descriptive research results suggested that it is required to provide time management training to university students. Continuous trainings and workshops about time management practices help them to manage their time and focus on their studies. Encourage students for a better trend of using their cellphones to focus on knowledge building, such as virtual use for studying and maximizing time management practices.

- When university students plan their studies, they should use strategies to manage time, plan and prioritize tasks. When students become aware of this important connection, they will start managing how they

spend their time and learn how to manage stress to improve their academic performance.

- In addition to providing time management training, teachers should follow-up students time management skill, and help them in guiding them in solving critical problems in their studies.

- The study recommended that government policy makers should improve infrastructure, such as school buses to students, and put up traffic management measures.

- It is certain that consequences of time management will benefit both student and society as long being the student is a part and parcel of any community. Time management is the means into which the student will exploit his / her time with the best way to attain the best results. And actually, further studies are needed in this arena.

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